DOCUMENT RESUME

ED 421 610 AA 001 300

Resources in Education (RIE). Volume 34, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 421 611 CE 074 879

Black, Stephen
Literacy and the Unemployed. Research Report No. 1.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Education Work Relationship; Educational Attitudes; Educational Policy; *Employment Opportunities; Foreign Countries; *Literacy Education; Non English Speaking; Participant Characteristics; Participant Satisfaction; Postsecondary Education; *Student Attitudes; *Unemployment
IDENTIFIERS- Australia (Sydney); *TAFE (Australia)

The relationship between literacy and unemployment was examined through two research activities: a review of changing patterns of unemployment, changing directions in adult literacy and basic education in Australia, and literacy programs for unemployed people and interviews with a sample of 27 Commonwealth Employment Service (CES) clients who had been referred by the local CES office to a technical and further education (TAFE) college in the metropolitan west of Sydney. Of the 27 interviewees, 16 (60%) were happy to have been referred to TAFE literacy programs. Nearly all those who welcomed referral to TAFE were from non-English-speaking backgrounds, and only three were Australian born. Interviewees' age and work aspirations and prospects also affected their attitudes toward

DOCUMENT RESUME

ED 421 629 CE 076 869

Nurse Aide. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Career Development; Communication Skills; Competency Based Education; Curriculum Development; Decision Making; *Employment Potential; First Aid; *Home Health Aides; Home Programs; Job Search Methods; *Job Skills; Lifelong Learning; Mathematics Skills; *Nurses Aides; *Nursing; Older Adults; Postsecondary Education; Problem Solving; Science Process Skills; Secondary Education; Teaching Guides; Vocational Education
IDENTIFIERS- *Occupational Competency Analysis Profile; Ohio

This Occupational Competency Analysis Profile (OCAP) for nurse aide (NA) is a competency list verified by expert workers that evolved from a job analysis. It identifies occupational, academic, and employability competencies needed to enter the occupation; lists and clusters them into broader units; and details the competency builders needed to perform each competency. Within the competency list are two levels of items: core items essential for entry-level employment are required to be taught, and advancing items are needed to advance in the occupation. The OCAP for nurse aide has nine units: orientation; emergency care; safety and infection control; legal, ethical, and communication responsibilities; basic personal care; nursing-related procedures; care of elderly clients; home health care; and restorative duties. The OCAP for employability has 12 units: career development, decision making and problem solving, work ethic, job seeking skills, job retention and career advancement skills, technology in the workplace, lifelong learning, economic education, balancing work and family, citizenship in the workplace, leadership, and entrepreneurship. A section on the academic job profile discusses the purpose of job profiling, illustrates the nurse aide academic job profile, and defines levels of work keys. A total list of academic competencies follows for these units: communications, mathematics, and science skills. A list of academic competencies identified as most crucial to the success of an entry-level nurse aide is provided. (YLB)

ED 421 630 CE 076 870

Gahris, Cindi; Pfeiffer, Julie
HIREability: A Work in Progress. Activities to Help Secondary Students Achieve Employability Skills.
PUB DATE- 98
NOTE- 85p.; For the "Occupational Competency Analysis Profile", see ED 386 543.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Competency Based Education; Decision Making; Economics Education; *Employment Potential; Entrepreneurship; *Family Work Relationship; Job Search Methods; *Job Skills; Leadership;

DOCUMENT RESUME

ED 421 647   CE 076 900

Tieman, Rebecca; Burns, Stacey
Business Education. Missouri's Show-Me Standards and Vocational Education Competencies. Cross Reference. Main Report. Mini Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 890p.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Accounting; *Basic Skills; Business Administration; Business Communication; *Business Education; Communication Skills; Competence; Competency Based Education; Economics; Fine Arts; Health Education; High Schools; *Integrated Curriculum; Keyboarding (Data Entry); Learning Activities; Mathematics Skills; Office Automation; Physical Education; Science Process Skills; Social Studies; *Standards; Teaching Guides
IDENTIFIERS- Business Law; Missouri

This publication consists of the main and mini reports for Missouri's Show-Me Standards and vocational education competencies for business education. This database documents the common ground between academic skills and vocational competencies. Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database. Both reports begin with terms and definitions, competency lists available, and table of contents to activities available in all areas. The main report then provides the cross reference to the show-me standards for the following: accounting I and II; business and personal law; business communications; business economics; business management; business technology; computer business applications; international business; introduction to business; keyboarding and keyboard applications; and mathematics in business. The duty band and task statement are correlated to knowledge and performance as well as academic skills: math, communication arts, science, social studies, health/physical education, and fine arts. All are identified by letters and/or numbers. Fourteen sample business education activities have these components: grade level, teaching time frame, rationale, unit description, learner outcomes correlated to frameworks (academic skills), activity name, description, materials or resources required, specific directions for organizing and conducting activity, assessment, and required materials. The mini report's cross-reference to Show-Me Standards uses words in its correlation of duty bands and task statements to knowledge (content) and performance (goals). Duty bands, task statements, knowledge, and performance are presented in statement format. (YLB)

ED 421 648   CE 076 901

Tieman, Rebecca; Burns, Stacey
Family and Consumer Sciences Education. Missouri's Show-Me Standards and Vocational Education Competencies. Cross Reference. Main Report. Mini Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary

DOCUMENT RESUME

ED 421 664 CG 028 439

Francis, Adrianna Hayes, Ed.
Schools without Fear. Proceedings of the Annual International Alliance for Invitational Education Conference (14th). International Alliance for Invitational Education.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; Educational Change; Elementary Secondary Education; Fear; Higher Education; Instructional Innovation; Nontraditional Education; *Schools; *Violence

Papers presented at the fourteenth Annual Conference of the Alliance for Invitational Education are (1) "Caring, Sharing, Daring: Three Tests to Help Develop More Inviting Policies, Programmes, and Procedures" (M. Ayers); (2) "Project: Gentlemen on the Move - Combating the Poor Academic and Social Performance of African American Male Youth" (D. F. Bailey); (3) "Disabled or Disinvited? Adjustment to Disability" (J. B. Brooks); (4) "You Can't Build Tomorrow's Safe Schools with Yesterday's Blueprints: Changing Educational Paradigms" (M. Cain); (5) "Creating Joy and Abundance in Our Schools from the Inside Out" (R. B. Carpenter); (6) "Enhancing Conflict Resolution Through Personal Power Styles" (S. J. Cowher); (7) "Changing the Elementary School Climate Through a School-Wide Approach" (V. Devine, S. Dowell, D. Hunt, A. Reynolds); (8) "Using Invitational Education in a Residential Treatment Center: A Model for Creating Schools without Fear" (D. C. Gilcher, J. L. Sila); (9) "Schools without Fear Must Be Cognizant of the Learning Preference of Native American Children" (W. J. Jones, C. J. Arceneaux); (10) "Authentic Assessment of Invitational Education at the College Level" (K. G. Kirkpatrick, E. E. Moore); (11) "Productive Students, Constructive Discipline: An Inviting Approach to the High Management Classroom" (S. A. Kurtts); (12) "Physical Interventions: The Last Resort!" (G. Matthews); (13) "Murder Disrupts a School's Tradition of Excellence: Steps Taken to Return to a School without Fear" (G. Nicholson, L. Wooten); (14) "Neurophilosophers Describe Aesthetics and Insights into Moral Development, Violence and Cultural Evolution" (J. V. O'Sullivan); (15) "The Dynamics of Collaborative Teaching" (D. C. Perritt); (16) "Rapid Response: Invitational Education on the Internet" (P. S. Riner, D. Shaw); (17) "Inviting Friendship: An Antidote to Conflict" (J. J. Schmidt); (18) "Singing in the Rain: Looking at the Bright Side of Education" (H. A. Smith); (19) "Sneads Elementary School: An Inviting Place, A School without Fear" (S. Tucker). Papers are published in brief form without appendixes. (EMK)

ED 421 665 CG 028 492

Beachum-Bilby, Sheila
Teenage Pregnancy: A Continuing Problem Defies Easy Solution.
PUB DATE- 97
NOTE- 33p.; Contains color photographs that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Births to Single Women; *Early Parenthood; Females; High Risk Students; Intervention; Mothers;

DOCUMENT RESUME

ED 421 683 CS 013 249

Cheatham, Judy Blankenship
Help A Child Learn To Read.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Learning; Early Childhood Education; Elementary Education; Helping Relationship; *Independent Reading; Lesson Plans; *Reading Aloud to Others; *Reading Instruction; *Tutoring
IDENTIFIERS- Learning Environment

Intended for people who are willing to expend the effort to help children become independent readers and writers, this book presents professionally accepted approaches and techniques with step-by-step instructions for tutoring on a one-on-one basis in the language of the lay person. It contains a theoretical and attitudinal base from which to tutor; discussions of needed skills and approaches for tutoring; and examples and demonstrations to illustrate theories, concepts, techniques, and activities. Interwoven throughout the text are the following underlying themes: a respect for each student as an individual; a view of the tutor and the students as both learners and teachers; a sensitivity to the importance of an immediate or relevant context; a view of tutoring and learning as collaborative activities; and an integration of all four language components. After an introduction, chapters in the book are (1) "When 'Read to Me' Becomes 'Read with Me'"; (2) "Common Questions"; (3) "Reading"; (4) "Techniques Used in Collaborative Tutoring"; and (5) "Let's Start at the Very Beginning." Appendixes contain grade level expectations for K-3; suggested reading for grades K-5; suggestions for multicultural reading; lists of key words; sight words from environmental print; Dolch words; lists of word patterns; a sample of a tutor's work with a first-grade child; and a sample lesson plan. (Contains a 101-item bibliography.) (RS)

ED 421 684 CS 013 250

Paul, Terrance; VanderZee, Darrel; Rue, Tom; Swanson, Scott
Impact of the Accelerated Reader Technology-Based Literacy Program on Overall Academic Achievement and School Attendance.
PUB DATE- 96
NOTE- 23p.; Paper presented at the National Reading Research Center Conference "Literacy and Technology for the 21st Century" (Atlanta, GA, October 4, 1996). "Accelerated Reader" is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; *Computer Software; Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; *Literacy; *Standardized Tests; Student Improvement
IDENTIFIERS- *Accelerated Reader Program; Technology Integration

A study demonstrated the positive impact of school ownership of

ED 421 704   CS 216 410

Swisher, Clarice, Ed.
Readings on Charles Dickens. The Greenhaven Press Literary Companion to British Authors. Literary Companion Series.
PUB DATE- 98
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Authors; *English Literature; Higher Education; *Literary Criticism; *Literary Devices; Literary History; Literature Appreciation; *Nineteenth Century Literature; *Novels; Research Tools; Secondary Education
IDENTIFIERS- *Dickens (Charles)

Intended as an accessible resource for students researching Great Britain's greatest literary figures, this collection of essays about Charles Dickens's (1812-1870) work contains an in-depth biography and essays taken from a wide variety of sources. The essays are edited to accommodate the reading and comprehension levels of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of the author's life and career as well as concurrent historical events, and primary and secondary bibliographies to facilitate research. The 19 essays and their authors are, as follows: "Dickens as Reformer and Moralist" (Joseph Gold); "Prison Experiences in Dickens's Novels" (A.O.J. Cockshut); "Dickens's Crusade for Children" (Arthur A. Adrian); "The Transforming World in Dickens's Novels" (J. Hillis Miller); "'Pickwick Papers' Reflects Dickens's Developing Talents" (Philip Hobsbaum); "Fairy-Tale Form in 'A Christmas Carol'" (Harry Stone); "Dickens's Philosophy of Christmas" (Louis Cazamian); "'A Christmas Carol' Criticizes England's Economic System" (Edgar Johnson); "Poverty in 'Oliver Twist'" (Humphry House); "The Pattern of Good and Evil in 'Oliver Twist'" (Geoffrey Thurley); "Structure and Theme in 'David Copperfield'" (T.A. Jackson); "Mr. Micawber: A Comic Character in 'David Copperfield'" (J.B. Priestley); "Social Criticism in 'Hard Times'" (George Bernard Shaw); "Harsh Truth in 'Hard Times'" (G.K. Chesterton); "'A Tale of Two Cities': An Appealing but Flawed Novel" (John Gross); "Stylistic Devices in 'A Tale of Two Cities'" (Sylvere Monod); "Fantasy and Reality in 'Great Expectations'" (Paul Pickrel); "Multiple Narratives in 'Great Expectations'" (Nicola Bradbury); and "Repetition in 'Great Expectations'" (Douglas Brooks-Davies). (NKA)

ED 421 705   CS 216 413

Young, Michael W.
A Classroom Program in Discovery of Self, Community, and Writing. Revised.
PUB DATE- 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DOCUMENT RESUME

ED 421 723 CS 216 455

Brand, Alice G.
Writing in the Majors: A Guide for Disciplinary Faculty.
PUB DATE- 98
NOTE- 471p.; "Endnotes will be published separately."
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; Editing; Higher Education; Proofreading; *Writing Assignments; Writing Evaluation; *Writing Improvement; *Writing Processes; Writing Skills
IDENTIFIERS- Academic Discourse; Writing Contexts; *Writing Thinking Relationship

At the intersection of teaching and learning, this guide is intended to introduce and update disciplinary faculty on contemporary writing principles and pedagogy. In addition, it is designed to: alert faculty to the ways in which effective writing helps students not only show what they have learned but also to learn, generate, and communicate knowledge; recognize the form the literature of their discipline takes; identify what constitutes competent writing in a particular field; promote writing as a natural and regular part of content area instruction; help students begin to live the mental lives of their professional counterparts; produce student writing that is readable, lucid, and logical and seeks applicability within and beyond the academic discipline; help faculty respond insightfully to writing; know when students need help in writing/thinking that disciplinary faculty can no linger give; and create in departments and/or the college community a philosophical coherence on writing instruction. Chapters in the guide are (1) "Introduction"; (2) "Prewriting and Invention"; (3) "Drafting and Revising"; (4) "Editing and Proofreading"; (5) "Processes of Inquiry"; (6) "Using Sources"; (7) "Research Project or Critical/Analytical Paper"; (8) "Academic Forms of Writing"; (9) "Designing Writing Assignments"; (10) "Sequencing Writing Assignments"; (11) "Responding to and Evaluating Writing"; and (12) "Collaboration, Conferences, and Computers." A three-part appendix contains evaluation forms; checklists; exercises; articles on topics such as stress, plagiarism, and the scientific method; course descriptions, course proposal guidelines, and ways to evaluate textbooks. (RS)

ED 421 724 CS 216 456

Hayes, Ira, Ed.
Great Beginnings: Reflections and Advice for New English Language Arts Teachers and the People Who Mentor Them. Conference on English Leadership Series.
PUB DATE- 98
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *English Instruction; *English Teachers; *Language Arts; Mentors; *Professional Development; Secondary Education; Student Needs; *Teacher Expectations of Students; Teaching Methods

ED 421 742 EA 029 128

Calfee, Carol; Meredith, Mimi, Ed.; Wittwer, Frank
Building a Full Service School: Florida's Model of Collaboration for School-Based and School-Linked Services.
PUB DATE- 95
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Cooperation; *Cooperative Programs; Educational Change; Elementary Secondary Education; *Integrated Services; Models; *School Community Relationship; *Social Change
IDENTIFIERS- Florida; *Full Service School Model

This book is designed to guide readers as they consider establishing a full-service school in their community. Drawing on a working model with a 5-year history of development and implementation, the book shows how schools and community social, welfare, and health agencies can work together to deliver services to children and their families. After explaining what a full-service school is, the book explores some of the myths that exist about such schools, and presents a blueprint for collaboration that provides information about stakeholders and services and lists suggestions for correlating the planning process with needs and resource assessment. Ten strategies for assessing needs and resources are detailed. Separate chapters are devoted to financing the construction of a full-service school, approaching granting agencies and evaluating services, and sharing information on publicity, training, interagency agreements, and cross-training. Fourteen appendices provide stages, steps, and phases of implementation; goals; job descriptions; funding sources; program evaluation; training topics; and other information. (Contains a glossary, an annotated bibliography of 176 works, an author bibliography containing approximately 170 references, and an index.) (RJM)

ED 421 743 EA 029 129

Candoli, I. Carl
Site-Based Management in Education: How To Make It Work in Your School.
PUB DATE- 95
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Decentralization; Elementary Secondary Education; Guides; Program Descriptions; Program Evaluation; *School Administration; *School Based Management; School Restructuring; School Supervision

This handbook explains site-based management (SBM) in schools to help those who wish to decentralize their operation so that the campus-level staff have flexibility in making decisions that affect the students at their location. The text is divided into four major sections, each devoted to a particular area of

DOCUMENT RESUME

ED 421 762 EA 029 154

Education Accountability Systems in 50 States.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Outcomes of Education; *Performance Based Assessment; Performance Factors; *School Effectiveness; Standards
IDENTIFIERS- United States

This report presents the manner in which a systemic approach of combining standards, assessment, and accountability into a unified set of laws and regulations has been coming onto the state scene for the past 2 decades. A complete performance-based education accountability system includes four components: standards and assessment, multiple indicators, rewards, and sanctions. To help track the progress of evaluating performance-based assessment, a discussion of each of these four components, along with information on which ones are found in each state and whether they appear in law or regulation, is offered. The data were collected over a 6-month period in 1997. This information was designed to help policymakers see how their state compares to others in developing performance-based accountability systems, in judging what performance indicators states favor, in seeing who uses rewards and sanctions, and in knowing what effect state authority to control the school versus decentralization has on accountability systems. The text focuses on alignment issues, state patterns, complete systems, multiple indicators, the use of indicators, an analysis by locus of authority, and an analysis by models of governance. The nonalignment of system components, the issue of whether a component in regulation has the same legitimacy as a component in statute, and the absence of records are also explored. Two appendices offer information on a state's authority to control the schools and education governance in the 50 states. (RJM)

ED 421 763 EA 029 155

A Policymakers' Guide to Education Reform Networks.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Educational Policy; Elementary Secondary Education; *Policy Formation; Professional Development; *School Effectiveness; Standards
IDENTIFIERS- Educational Reform Networks

This guide is designed to enhance state policymakers' understanding of education reform networks by providing information about the kinds of networks available, how they work, and the benefits and services they offer to participants. The text is not intended as an exhaustive compendium of every network operating throughout the United States, but it does present information that can help teachers and other school and district leaders learn about approaches to instruction, curriculum design, assessment, professional development, and management that have proved effective in other settings. The

DOCUMENT RESUME

ED 421 782 EA 029 189

Johnson, Stephen B.
Unintended Consequences of School Improvement Plans.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrative Problems; *Change Strategies; *Educational Improvement; Elementary Secondary Education; Principals; *Program Implementation; *Scores; Standardized Tests; *State Legislation; Strategic Planning; Student Evaluation
IDENTIFIERS- *Guilford County School District NC; *Side Effects

Using Guilford County (North Carolina) School District's implementation of North Carolina ABCs legislation as a backdrop, this paper discusses the unintended consequences that school-improvement plans create for administration. The ABCs legislation ties a large-scale testing program to a requirement that each school develop a community-supported plan to improve student test scores. Although it is too early to determine whether this objective is being accomplished, the plans and their development process are having major side-effects on schools, their communities, and individuals in Guilford County. Data from semistructured interviews with a wide range of participants indicate that the state and local testing program dominated discussion on the focus of school-improvement plans. An administrative advisory group has exposed individuals to new, personally disturbing information about instructional ineffectiveness, while fostering personal understandings about themselves and the educational process. Small teams have reorganized committee systems and spurred reevaluation of staff relationships. Faculty have increased awareness of diverse educational needs. Individuals expressed concerns about unsystematic evaluation in schools, plans' public nature, parents' role, and planning efficacy. Schools have reacted differently to legislative demands. Guilford County's experience suggests that principals are linchpins in establishing change. (MLH)

ED 421 783 EA 029 190

Shindler, John V.
Examining One High School's Restructuring Efforts within "Garbage Can" Decision Making Theory.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; High Schools; Interviews; *Participative Decision Making; Qualitative Research; *School Based Management; *School Restructuring; *Urban Schools
IDENTIFIERS- *Garbage Can Theory

A study examined decision making within one large urban high school's restructuring efforts, using an emergent qualitative

DOCUMENT RESUME

ED 421 802 EA 029 231

Meza, James, Jr.; Teddlie, Charles; Stringfield, Sam
Tying School Improvement to School Accountability: A Review of the School Effectiveness and Assistance Pilot Study, Phase III (SEAP-III).
PUB DATE- 98
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Improvement; Elementary Secondary Education; *Pilot Projects; Program Implementation; *School Effectiveness; *State Action; Tables (Data)
IDENTIFIERS- *Louisiana

This paper summarizes activities associated with school-improvement projects in 12 Louisiana School Effectiveness and Assistance Pilot Study (SEAP) Cohort One schools during school year 1997-98 and plans for future improvement activities in 1998-99. Faculty and administrators at each school were asked to revise their current school-improvement plans, drawing on recommendations from Louisiana Department of Education (LDE) reports based on SEAP-II findings from 1996-97 and needs assessments obtained from faculties as part of the SEAP-II process. Two state educational representatives were assigned to assist each school. The 12 Cohort One improvement projects were undertaken in 1997-98, with varying degrees of success. Tentative plans for improvement efforts in Cohort One and Cohort Two schools in 1998-99 and future years are discussed, along with their twofold purpose: "front loading" instructional improvement and building capacity to support comprehensive reform. Verbal reports and written responses to questionnaires indicated there was a sizeable effect of SEAP-II assessments on three schools seeking considerable assistance from LDE and regional service centers. The SEAP-II assessment had some effect in two schools also desiring such assistance, but had little effect in two other schools not desiring assistance. Included are an abstract and 18 tables. (Contains 35 references.) (MLH)

ED 421 803 EA 029 235

Willinsky, John
Learning To Divide the World: Education at Empire's End.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colonialism; Cultural Influences; Diachronic Linguistics; *Educational Practices; Elementary Secondary Education; English Literature; Geography; Higher Education; *Imperialism; Language; Science Education; *Western Civilization; World History
IDENTIFIERS- *British Empire; Cultural Hegemony; *Postcolonialism

The educational project of postcolonialism in the West is only beginning. Although decolonization began in earnest after World War II, the West is only starting to see beyond divisions

ED 421 821 EC 306 579

Sticken, Jodi; Kapperman, Gaylen
Collaborative and Inclusive Strategies for Teaching Mathematics to Blind Children.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Blindness; Classroom Techniques; Educational Strategies; Elementary Education; *Elementary School Mathematics; *Inclusive Schools; *Mathematics Instruction; Teacher Collaboration; *Team Teaching; *Visual Impairments

This paper discusses the benefits of the team approach to teaching mathematics to elementary children with visual impairments in inclusive settings and offers strategies for classroom teachers and team teaching. Strategies for classroom teachers include: (1) avoiding the use of words such as "this", "that", and "there", that will be meaningless to a student with blindness; (2) ensuring that descriptions of problems or techniques are worded carefully to avoid ambiguity; (3) speaking everything that is written on the chalkboard and spelling new words while they are being written; (4) providing transparencies and notes for the teacher of students with visual impairments to transcribe into braille for students to use at their desks; (5) when describing concepts through the use of everyday objects, choosing objects which a student with blindness is able to access readily and understand; (6) providing a print copy of textbooks and handouts to students with blindness to be used by a reader at home; (7) providing extra desk space for braille materials; (8) administering tests orally; (9) having a person who can read braille check mathematics assignments; and (10) forwarding assignments and answer keys to the teacher of students with visual impairments in advance. (CR)

ED 421 822 EC 306 581

Swan, William W., Ed.; Brown, Carvin L., Ed.; Holmes, C. Thomas, Ed.
GPN Research Report 1998, Volume 7.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Behavior Disorders; Educational Improvement; Educational Strategies; Elementary Secondary Education; *Emotional Adjustment; *Emotional Disturbances; *Interpersonal Competence; Models; *Outcomes of Education; School Community Relationship; *Staff Development; Training
IDENTIFIERS- Boys Town NE; *Georgia Psychoeducational Network; Social Skills Training

This report presents four papers on services provided to students with severe emotional and/or behavior disorders by the Georgia Psychoeducational Network (GPN). "An Annual Evaluation Report Based on School System Improvement Efforts" (Robert A. Gordon and Linda J. Dickson), reports on a program serving students

DOCUMENT RESUME

ED 421 840 EC 306 602

Kupperman, Phyllis; Bligh, Sally; Barouski, Kathy
Hyperlexia.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Case Studies; *Classroom Techniques; *Clinical Diagnosis; Disability Identification; Elementary Secondary Education; Emotional Problems; *Etiology; Inclusive Schools; *Language Impairments; *Learning Disabilities; Peer Relationship; Reading Ability; Special Programs; Student Placement; *Symptoms (Individual Disorders)
IDENTIFIERS- *Hyperlexia

This paper provides an overview of hyperlexia, a condition found in children who have precocious reading skills accompanied by significant problems in language, learning, and social skills. These children are described as having superior auditory and visual memory but seem to have better memory for isolated words than words recalled in context. These children are also described as having non-compliant behaviors, ritualistic behaviors, difficulty with transitions, tantrum behaviors, anxiety, and difficulty in socializing with peers. Diagnostic evaluation for children with hyperlexia is addressed with sample questions for identifying the disability. Components of optimal classrooms for children with hyperlexia include: (1) small classes; (2) a strong language development module; (3) a structured but not rigid class routine; (4) a variety of available behavioral interventions; (5) visual and manipulative aids; (6) opportunities for social interaction with peer groups; and (7) supportive services and support of teacher-aides. The benefits and disadvantages of different types of classroom placements for children with hyperlexia in preschool, kindergarten, and primary grades are reviewed. The paper closes with case examples of nine children with hyperlexia. (CR)

ED 421 841 EC 306 604

Fisher, Maurice, Ed.
Gifted Education Quarterly, Volume 12, Numbers 1-4, 1998.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; *Clinical Diagnosis; Computer Software; *Educational Technology; Elementary Secondary Education; *Gifted; *Home Schooling; Inclusive Schools; Multiple Intelligences; Preschool Education; *Problem Solving; Student Motivation; Test Reliability; Test Validity
IDENTIFIERS- Mozart (Wolfgang A)

These four issues of "Gifted Education Quarterly" include the following articles: (1) "Using Test Results To Support Clinical Judgment" (Linda Kreger Silverman), which discusses some of the

DOCUMENT RESUME

ED 421 859 FL 025 358

Stott, Michael
Foreign Language Teaching in Rudolf Steiner Schools. Guidelines for Class-Teachers and Language Teachers. First Edition.
PUB DATE- 95
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Classroom Communication; Classroom Environment; Classroom Techniques; Curriculum Design; *Educational Philosophy; Educational Strategies; Elementary Secondary Education; English; Foreign Countries; French; German; Grammar; Grouping (Instructional Purposes); Homework; *Instructional Design; Language of Instruction; Language Role; Language Usage; Scheduling; Second Language Instruction; Second Language Learning; Vocabulary
IDENTIFIERS- *Steiner (Rudolf)

This book is intended for foreign language teachers interested in the approaches used in Rudolf Steiner schools, and also classroom teachers who teach foreign languages. Chapters address these issues: what the language lesson is to achieve; how the language lesson differs from other lessons; lesson design; examples of actual lessons; avoiding the use of English; vocabulary development; approaching grammar instruction; using language terminology in the classroom; insisting on a complete sentence; reading instruction; classroom techniques for introducing new materials; blackboard use; homework; integrating new students; ability grouping; the class timetable; and syllabus design. A series of brief plays to be performed by students, in French and German, is also included, as is a teacher's guide to "Utopie." Contains 34 references to instructional materials and other resources. (MSE)

ED 421 860 FL 025 360

Coffin, Caroline
Reconstruals of the Past: Settlement or Invasion? The Role of JUDGEMENT Analysis.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Historiography; *History Instruction; *Language Patterns; Language Research; *Language Role; Language Usage; Linguistic Theory; Narration; Opinions; *Persuasive Discourse

While little attention has been given in historiography to the language of historical narrative, and the role language plays in portraying history, the discipline of linguistics, and particularly the subdisciplines of discourse analysis and functional linguistics, have given increasing attention to the discourse of history. Recently, a group of systemic functional linguists in Australia have begun to develop a framework for investigating this area of "interpersonal" meaning. The framework is referred to as "appraisal," which includes resources for construing affect, judgment, and appreciation.

DOCUMENT RESUME

ED 421 881 FL 025 382

Liddicoat, Anthony J., Ed.; Crozet, Chantal, Ed.
Teaching Language, Teaching Culture.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; Chinese; Classroom Techniques; Contrastive Linguistics; *Cultural Education; Discourse Analysis; Educational Strategies; Foreign Countries; Instructional Materials; Language Research; Language Usage; *Languages for Special Purposes; *Linguistic Theory; Literacy Education; Material Development; Rhetoric; Second Language Instruction; *Second Languages; Sociocultural Patterns; Speech Communication; Writing Instruction

Essays and research reports on the relationship between teaching second languages and teaching culture include: "Teaching Culture as an Integrated Part of Language Teaching: An Introduction" (Chantal Crozet, Anthony J. Liddicoat); "Primary Socialization and Cultural Factors in Second Language Learning: Wending Our Way through Semi-Charted Territory" (Francis Mangubhai); "Everyday Speech as Culture: Implications for Language Teaching" (Anthony J. Liddicoat); "Teaching Conversation and Sociocultural Norms with Conversation Analysis" (Anne-Marie Barraja-Rohan); "Using Contrastive Rhetoric To Teach Writing: Seven Principles" (Andy Kirkpatrick); "Cultural Transmission in Literacy Acquisition: A Case Study in Chinese" (Judy W. Y. Ho); "Is There a Class in This Room? (Peter Cowley, Barbara E. Hanna); "Teaching Culture and Language for Specific Purposes: An Approach to the Development of Appropriate Teaching Material" (Gabriele Schmidt). (MSE)

ED 421 882 FL 025 383

Eckert, Doug
Translation Model Decision Differences between Expert (Native or Near-Native) Target Language Speakers and Non-Expert (Non-Native or Second) Target Language Speakers.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; Comparative Analysis; *Decision Making; Graduate Students; Higher Education; *Language Proficiency; Language Research; Linguistic Theory; *Native Speakers; Second Language Learning; *Translation
IDENTIFIERS- ACTFL Proficiency Guidelines; Test of English as a Foreign Language

A study of the translation process compared the decisions that native speakers (experts) and non-native speakers (non-experts) made that influenced resulting translations. Subjects were 40 students, graduate students, and faculty in a university foreign language department. English language proficiency was measured for native speakers by using the ACTFL Language Proficiency Guidelines, and for non-native speakers using the Test of English as a Foreign Language (TOEFL). Student and faculty participants received a guide to 12 graphic organizers for thought processing and a page of semantic units in

DOCUMENT RESUME

ED 421 903 HE 031 424

Connelly, Kirstin P.; DuBois, Nelson F.; Staley, Richard
Structured Interview Study of the Long-Term Effects of a College Study Skills Course: Traces and Self-Report Measures.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 15, 1998)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *College Students; Higher Education; Learning Activities; Learning Strategies; Outcomes of Education; Persistence; Skill Development; *Student Behavior; *Study Habits; *Study Skills; Time Management; Time On Task

While past research has reported moderate effects of learning-to-learn courses on grade-point averages (GPAs), number of hours completed, and attrition rates, little has been reported about how students fare in subsequent semesters. This study, which consisted of a five-phase interview process with 30 randomly selected male and female college students, contrasted high (n=16) and low (n=14) GPA, second-semester students on five outcomes: use of nonstudy time; time management; self-reported changes; adaptation to different studying situations; and studying behaviors as measured by marked texts, notetaking, or self-reported review tactics. The study found that: (1) while all high GPA students had chosen majors, only half of the low GPA students had selected a major; (2) high GPA students reported spending more daytime hours studying; (3) while students in both groups reported having changed study practices during their first semester, most high GPA students ascribed the change to a more demanding workload; low GPA students sought to improve grades; (4) when asked about self-management practices under different studying situations, some differences were observed for managing daydreaming and distractions; (5) scores on test preparation as measured by marked texts and notetaking were low for both groups. (Contains 20 references.) (CH)

ED 421 904 HE 031 425

Hyslop-Margison, Emery J.; Margison, Judith Ann
Corporate Agendas and Higher Education: The Organization for Economic Cooperation and Development.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Academic Freedom; College Environment; Economic Impact; *Education Work Relationship; Educational Economics; *Educational Philosophy; Educational Principles; Foreign Countries; *Foundations of Education; *Higher Education; *Institutional Autonomy; International Organizations; *School Business Relationship
IDENTIFIERS- *Organisation for Economic Cooperation Development

This paper explores the Organization for Economic Cooperation and Development's (OECD's) influence on higher education policy development in Canada and examines the impact its free-market philosophy exacts on more traditional aesthetic, humanistic,

DOCUMENT RESUME

ED 421 923 HE 031 444

New Jersey's Renewable Resource. A Systemwide Accountability Report.
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accountability; College Faculty; Community Colleges; Cost Effectiveness; Educational Objectives; Effective Schools Research; Enrollment; Evaluation Criteria; *Excellence in Education; *Higher Education; Organizational Objectives; Outcomes of Education; Private Colleges; Research Universities; School Business Relationship; State Colleges; *State Standards; State Universities; Student Costs
IDENTIFIERS- *New Jersey

This first systemwide report on New Jersey higher education examines how well the state is meeting its goals for higher education affordability and accessibility, institutional excellence, and effectiveness in addressing societal and economic needs of the state. The six sections of the report include: (1) an introduction, which stresses the importance of higher education in fulfilling the needs of individual students and serving society, and sets forth the accountability parameters on which this report is based; (2) an overview of the state system of higher education (types of institutions, enrollments, degrees awarded, and educational attainment); (3) faculty (teaching faculty, professional development, and research faculty); (4) affordability and access (costs of attending college; how affordability affects access; programs to improve access; student preparation for college; retention, transfer, graduation and time to completion; and equality of access and success); (5) return on investment (higher education's contribution to state economic development, benefits of higher education to society, comparisons of New Jersey with other states, student satisfaction, alumni satisfaction, and employer satisfaction); and (6) a concluding section which sets out some major policy questions on access, affordability, and productivity; on equity of access and outcomes; and on undergraduate education versus research and graduate education. (Contains 47 references.) (CH)

ED 421 924 HE 031 445

Higher Education Costs and Revenues. The Second Annual Systemwide Accountability Report.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Community Colleges; *Educational Finance; Expenditures; Government School Relationship; *Higher Education; Income; Private Colleges; *State Aid; State Colleges; State Universities
IDENTIFIERS- *New Jersey

This report examines costs of higher education in New Jersey, comparing the state's system of higher education and its individual sectors with national counterparts. The comparison

ED 421 943 HE 031 481

Fincher, Cameron
Cultural Change and Continuity.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change; Cultural Influences; *Futures (of Society); *Higher Education; Leadership; *Organizational Change; Social Change; Technological Advancement; Trend Analysis

This paper argues that for institutions of higher education, the nature, extent, and duration of cultural change are directly related to concurrent social, technological, and organizational changes. It outlines social changes since World War II and suggests that the results of cumulative change in the past account for much of the current pressure for sudden or radical change. Discussion of organizational change finds that colleges and universities with hierarchical structures and centralized staffs are likely to experience pressures to diversify their various functions, programs, services, and activities and at the same time resist change. Implications of the rush to embrace technological innovations at institutions of higher education are considered. Also addressed are implications of cultural changes in society that result in the teaching and research interests of faculty lagging behind the learning needs and interests of students. The paper concludes with an emphasis on the importance of continuity in institutional leadership and perspectives that are historical, comparative, and developmental. (Contains 13 references.) (DB)

ED 421 944 HE 031 482

Fincher, Cameron
The Changing Future of Academic Leadership.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; Change; *College Administration; Futures (of Society); Higher Education; *Leadership; *Organizational Change; Specialization; *Trend Analysis

This discussion of changes in administrative roles and responsibilities within institutions of higher education suggests that these roles may change substantially in the first decade of the 21st century as the constituencies of American colleges and universities change. Analysis of a variety of trends in organizational structure suggests that future leaders at institutions of higher education will be more elitist, more career-minded, and more transient. Specific trends suggest that there will be increasing numbers of leaders at such institutions; that these leaders will be increasingly diverse in race, ethnic origin, experience, preparation, and competence; that they will have more specialized skills; that they will be more dependent on professional staff services; that they will follow career paths marked by increased professionalization and more mobility among institutions; and that an elitist notion of leadership will persist despite

DOCUMENT RESUME

ED 421 965 IR 018 937

Bernato, Richard; Fenter, Robert; Johanson, Dale; Mangano, Thomas
Teacher Competencies and Technology Integration.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Education; Focus Groups; Staff Development; Tables (Data); Teacher Attitudes; *Teacher Competencies; Teacher Surveys; Teaching Methods; Training
IDENTIFIERS- Technology Integration; *Technology Utilization

This study examined the extent to which computer training has affected Meadowbrook Elementary School, a suburban elementary school on Long Island, New York. The investigation began with a focus group comprised of staff members. Five teachers were chosen and given a series of eight questions that addressed the parameters of computer training in the school. A survey was then administered; 45 of 70 professional staff returned the surveys. Responses were categorized as classroom teachers, special area teachers, and support staff. Information was gathered related to proficiencies and competencies, software applications, observed results of student computer usage, overall benefits for students, and staff development preferences. The following three issues were identified for further analysis: (1) there is little or no difference in findings among the categories of instructional staff, although there were significant differences within job categories; (2) most respondents in all categories believe that intensive training sessions are the key to further integrating the user of computer technology in the instructional setting; and (3) approximately half the staff possesses advanced computer skills regardless of job category. Focus group questions and results are appended. (AEF)

ED 421 966 IR 018 938

Bayha, Betsy
The Internet: An Inclusive Magnet for Teaching All Students.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Assistive Devices (for Disabled); *Computer Assisted Instruction; *Disabilities; Educational Resources; Educational Technology; Elementary Secondary Education; English (Second Language); *Internet; Models; *Special Education; *Special Needs Students; Teaching Methods
IDENTIFIERS- *Technology Integration

This resource book is designed to help educators use the Internet as a tool in the instruction of all students, including students with disabilities, auditory and visual learners, students from rural areas, and those who do not speak English as their first language. The handbook begins by identifying some common access strategies and multiple ways in which

DOCUMENT RESUME

ED 421 984   IR 018 962

Umbach, Kenneth W.
Teachers and a New Educational Technology: A Fable of Sorts (Without Talking Animals).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; *Educational Technology; *Fables; *Instructional Innovation; *Teacher Role; Teaching Methods; *Technological Advancement
IDENTIFIERS- Paradigm Shifts

This paper is a fable for the role of teachers and educational technology. The subject of the fable is a new set of educational techniques called CBT (Cereal Box Technique, or Technology). The story discuses the introduction, implementation, attitudes toward, development of, and teacher uses of CBT under the following headings: Introduction of a new idea; Expanding horizons; Another interesting development; The paradigm takes off; An emerging infrastructure; Increasing sophistication brings increasing complications; Equity; Ambiguous results and difficulty of replication; Outlook for the future; and the moral of the story. (AEF)

ED 421 985   IR 018 963

Umbach, Kenneth W.
Computer Technology in California K-12 Schools: Uses, Best Practices, and Policy Implications.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Development; *Educational Policy; *Educational Practices; Educational Technology; Elementary Secondary Education; Internet; Program Development; *Public Schools; Staff Development
IDENTIFIERS- *Access to Technology; *California

Computers and Internet access are becoming increasingly frequent tools and resources in California's K-12 schools. Discussions with teachers and other education personnel and a review of published documents and other sources show the range of uses found in California classrooms, suggest what are the best practices with respect to computer technology, and lead to some policy issues for consideration. While not all uses of computer technology found in the schools are necessarily frequent, many different uses have found a place in at least some schools. Some "best practices" are coming to be recognized with respect to computer technology in the schools. Some of these practices are fundamental--planning, staff development, curriculum integration, use of library media centers, professional communications, and use of a "train the trainers" model, among others. Some other practices, such as creation of school Web sites and use of multimedia presentations, are useful tools that are facilitated by the more fundamental practices. Policy implications of computer use are wide-ranging. They include the importance of encouraging planning, the role of funding for the long term, the importance of accounting for staffing needs, and

DOCUMENT RESUME

ED 422 005 IR 057 129

Jasper, Catherine; McCook, Kathleen de la Pena
The Florida Library History Project.
PUB DATE- 98
NOTE- 483p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Information Technology; Library Collections; *Library Development; Library Personnel; *Library Services; Library Statistics; Library Surveys; *Public Libraries; State Programs
IDENTIFIERS- *Florida; *Library History

The Florida Library History Project (FLHP) began in January 1998. Letters requesting histories were sent to all public libraries in Florida with follow-up letters sent after an initial response was received from the libraries. E-mail messages were sent out to FL-LIB listservs encouraging participation in the project. A poster session was presented by Catherine Jasper at the 1998 Florida Library Association (FLA) Annual Conference, an event that marked FLA's 75th anniversary. At the end of this funding period, 89 library systems and organizations had provided histories. These have been compiled and are reproduced in this volume as submitted by participating libraries. Highlights include library founding, collections, services, budgets and expenditures, personnel, funding, survey results, technology, and developments. (AEF)

ED 422 006 IR 057 130

Cibbarelli, Pamela R., Ed.; Cibbarelli, Shawn E., Ed.
Directory of Library Automation Software, Systems, and Services. 1998 Edition.
PUB DATE- 98
NOTE- 430p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bibliographic Databases; Computer Software; *Computer Software Selection; Conferences; Consultants; Database Management Systems; *Database Producers; *Integrated Library Systems; Library Associations; *Library Automation; Library Catalogs; Library Technical Processes; Machine Readable Cataloging; Online Systems; *Retrospective Conversion (Library Catalogs); *Vendors
IDENTIFIERS- *Library Computer Systems

This book includes basic information to locate and compare available options for library automation based on various criteria such as hardware requirements, operating systems, components and applications, and price, and provides the necessary contact information to allow further investigation. The major part of the directory lists 211 software products for library automation; all software listed is targeted to the library marketplace, currently marketed and with installations in North America, and commercially available. Each entry includes: the name of software package, name of company distributing software, system requirements, programming language, components and applications (e.g., acquisitions, catalog, circulation), features, MARC formats and interfaces, types of libraries recommended for (e.g., corporate, public, school), barcode formats, information on current installations,

DOCUMENT RESUME

ED 422 026 IR 057 151

Callison, Daniel; Pungitore, Verna L.
Evaluation of INCOLSA: Indiana's Statewide Library and Information Network. Final Report.
SPONS. AGENCY- Indiana Cooperative Library Services Authority, Indianapolis.
PUB DATE- 98
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Information Networks; Information Services; Information Sources; *Library Networks; Library Services; Program Evaluation; Questionnaires; Shared Resources and Services; *State Programs; Training
IDENTIFIERS- *Indiana; OCLC

INCOLSA, Indiana's statewide library and information network was established in 1995 as the result of a voluntary merger of the state's 10 autonomous, mulitype library services agencies. An evaluation was conducted centered on services appearing under three major goals listed in the 1994 plan: (1) statewide information access and delivery; (2) resource development; and (3) network development. E-mail and mail surveys were used to measure member satisfaction with and perceptions of the importance of the services. Focus group data, existing network statistics and regional field reports also entered into the analyses. As a group, respondents tended to agree that INCOLSA provides those services listed under the Information Access and Delivery Goal relating to interlibrary loan, statewide borrowing, expansion of Internet access, Internet and telecommunications training, and OCLC FirstSearch services. With respect to services included under the second goal, Resource Development, most of the respondents agreed that INCOLSA provides an adequate calendar of continuing education, advanced technical training opportunities, adequate consulting services for resource sharing, increased incentives to participate in state database development, and opportunities for cooperative purchasing. A majority of respondents agreed with only two statements relating to Goal 3, Network Development, indicating that they felt that INCOLSA is providing services related to the establishment of partnerships and alliances, and keeping the membership informed of state information policies. The report contains numerous suggestions and recommendations based on the study's findings. Appendices contain the questionnaire, focus group instructions and questions, written comments from the surveys, and data from other reports. (AEF)

ED 422 027 IR 057 152

Florida Library Directory with Statistics, 1998.
PUB DATE- 98
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Information; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Circulation; Library Collections; Library Expenditures; Library Funding; Library Personnel; Library Research; Library

ED 422 046 JC 980 369

Mellander, Gustavo; Coleman, Gilbert I.; Noel, Brenda; Gangloff, George J.
A Doctoral Community College Program.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Community Colleges; Degree Requirements; *Doctor of Arts Degrees; *Doctoral Programs; *Graduate Study; Higher Education; Internship Programs; *Partnerships in Education; Program Descriptions; Skill Development; Special Degree Programs
IDENTIFIERS- George Mason University VA; Virginia Community College System

A unique community college program was established as a joint endeavor by George Mason University and the Virginia Community College System. Administered by the University's National Center for Community College Education, the program stresses doctoral study in the candidate's area of expertise. Specifically designed for community college professionals who seek to increase their knowledge and skills, the program is also directed toward individuals considering a career in community colleges. The document is divided into five parts, the first of which discusses the program's entry requirements, admission procedures, enrollment, residency information, fellowships, and provides special information to Maryland residents. Part 2 explains components of the program of study, while Part 3 offers internship and registration guidelines. Part 4 explains the purpose and features of comprehensive examinations, and Part 5 describes the doctoral project. A section on the graduate certificate in community college education is included. Appended are sample forms and worksheets. (AS)

ED 422 047 JC 980 370

Accountability and Productivity in the Illinois Community College System. Fiscal Year 1998. Report.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; College Administration; *Community Colleges; Educational Assessment; Educational Planning; *Educational Quality; Institutional Evaluation; *Mission Statements; Objectives; *Productivity; Program Development; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 49 community colleges. It is designed to assure that programs and services offered by the colleges are high-quality, cost-effective, and support the mission and priorities of each institution. The first section of this report, "Priorities, Quality, and Productivity (PQP) Special-Focus Issues for Fiscal Year 1998," discusses college priorities, student educational advancement, performance-based incentives, district-based goals, and administrative

ED 422 067 PS 026 677

Bhagwanji, Yash; Bennett, Tess
Annual Needs Assessment, 1998: Region V Head Start-Child Care Partnerships & Training and Technical Assistance Needs in the Area of Disabilities.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Day Care; Day Care Centers; *Disabilities; *Needs Assessment; Partnerships in Education; Preschool Education; Program Improvement; School Administration; Surveys; Teacher Education
IDENTIFIERS- *Project Head Start

The Great Lakes Quality Improvement Center for Disabilities (Region V QIC-D or GLQIC-D) serves Head Start Programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin, and conducts an annual needs assessment of the Head Start Disability Services Coordinators. For 1998, 264 coordinators completed the survey, which gathered information regarding Head Start-Child Care partnerships and initiatives, training and technical assistance needs regarding parents with disabilities, and needs in library resources regarding disabilities. Other sections of the survey included items on census information, and training and technical assistance needs in the areas of policies, planning, classroom concerns, and multicultural issues. Among the findings: (1) in terms of disabilities, the three most common diagnoses for infants and toddlers were speech-language disorders, developmental delays, and orthopedic disabilities; (2) 58 percent of the programs reported plans to expand or implement full-day child care, and 41 percent were planning or expanding to provide full-year services; (3) over half of programs were partnering with child care centers, public preschool programs and early intervention programs; and (4) supports needed for improvement included more funding, additional training in child advocacy and disabilities, and improvement in child care subsidies. (Data are presented in tables with explanatory notes. A copy of the survey is included.) (JPB)

ED 422 068 PS 026 679

van Oudenhoven, Nico; Wazir, Rekha
Replicating Social Programmes: Approaches, Strategies and Conceptual Issues. Management of Social Transformations (MOST) Discussion Paper Series, No. 18.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Children; *Community Development; Developing Nations; *Economic Development; Foreign Countries; Foreign Policy; *International Programs; International Relations; Partnerships in Education; Poverty Programs; Social Responsibility; *Social Services; Welfare Recipients; Welfare Services
IDENTIFIERS- *Program Replication

This paper reviews the key issues and methodologies involved in the replication of social programs, as they pertain to non-profit sector development in the United States and in

enrolling in TAFE. Even those who were reluctant to enroll in TAFE generally believed that enrolling in TAFE would be in their best interests. Most interviewees attributed their unemployment to their low literacy skills rather than to the recession. Policymakers were advised to bear in mind that, although literacy is vitally important for many jobs, low English literacy skills do not automatically render people unemployable or nonfunctioning members of society. (Appended is an interim literacy course matrix. Contains 154 references.) (MN)

ED 421 612 CE 074 880

Lee, Alison; Chapman, Anne; Roe, Phillip
Pedagogical Relationships between Adult Literacy and Numeracy. Research Report No. 2.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Case Studies; Developmental Continuity; Educational Needs; *Educational Practices; Educational Theories; Foreign Countries; Functional Literacy; Instructional Development; *Integrated Curriculum; *Literacy Education; Literature Reviews; Needs Assessment; *Numeracy; Teacher Attitudes; Teacher Surveys; *Theory Practice Relationship
IDENTIFIERS- *Australia; Contextual Learning

The pedagogical relationships existing between adult literacy and numeracy were examined in a study involving four data collection activities: historical review of development of the general concept of numeracy; semistructured interviews with adult educators and curriculum theorists, planners, and developers concerned with the relationships between literacy and numeracy in adult education; collection and critical review of selected curriculum documents and resource materials across a broad range of adult literacy, numeracy, and training programs throughout most of Australia's states; and detailed cases studies of two classrooms in Western Australia and New South Wales where literacy and numeracy are being taught by attempting to engage their interrelationships in local and specific contexts. Context was determined to be the crucial factor determining the pedagogical relationships between literacy and numeracy. Greater degrees of embedding instruction in context were generally associated with closer and more specific relationships between literacy and numeracy. The relationships between literacy and numeracy in specific contexts were examined within the framework of five terms: discourse, imbrication, modality, instrumental, and pedagogic. It was recommended that awareness of numeracy issues within adult education be increased and more experimental "integrated" literacy and numeracy classes be developed. (Contains 84 references.) (MN)

ED 421 613 CE 076 566

Stevenson, Phyllis Fay
Aboriginal Employment & Training Program Development--Toward an Internally Controlled Process.
PUB DATE- 98
NOTE- 91p.; Master's thesis, Brandon University.

Learning Activities; Lifelong Learning; Problem Solving; Promotion (Occupational); Secondary Education; Teaching Guides; Technological Advancement; Tenure; *Work Attitudes; *Work Ethic
IDENTIFIERS- *Occupational Competency Analysis Profile; Ohio

This book provides high school teachers and counselors with activities to promote better work habits and attitudes with their students. The 12 chapters are based on the Employability Occupational Competency Analysis Profile (OCAP). The activities can be used to supplement the teaching of the Employability OCAP. They are not designed to be a complete unit of study, but to add to the activities teachers are already using. The activities are designed to reach different learning styles with an emphasis on career development content. Some are written in the same format as Ohio's proficiency tests and address the skills assessed by the tests to provide students with practice in proficiency skills and with the proficiency format while learning employability skills. Some activities can be used to help students with preparing an Individual Career Plan and a Career Passport. The 12 chapters address the following topics: career development; decision making and problem solving; work ethic; job seeking skills; job retention and career advancement; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. (YLB)

ED 421 631   CE 076 871

Adatia-Sandstrom, Shirin
Internationalisation in Swedish Undergraduate Nursing Education: Its Interpretation and Implementation in the Context of Nursing with Tender Loving Care. Research Bulletin 96.
PUB DATE- 98
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Check Lists; *Curriculum Development; Education Work Relationship; Educational Practices; *Educational Strategies; Foreign Countries; Global Approach; Higher Education; *Intercultural Communication; *Multicultural Education; *Nursing; *Nursing Education; Outcomes of Education; Qualitative Research; Teaching Methods; Undergraduate Study
IDENTIFIERS- Internationalism; *Sweden

Six qualitative studies were conducted to gain support and guidance in incorporating internationalization into the curriculum for Swedish undergraduate nursing education in accordance with official guidelines. In studies 1 and 2, practitioners and experts were interviewed, and in studies 3 and 4, nursing education programs were observed from the participant and student perspectives. A didactic strategy for internationalizing the undergraduate nursing education curriculum was developed after an analysis of the findings of the four studies. In the action research constituting study 5, the didactic strategy's applicability within the existing framework for Swedish undergraduate nursing education was assessed. Study 6 was a complementary study to confirm the results of the first five studies. The combined analysis of the six studies established that interpreting and implementing internationalization for undergraduate nursing education is a complex process entailing intercultural communication and making student nurses aware of their private and professional roles in resolving health-related global issues. (Appended are letters pertaining to studies 1 and 2 and the following items

Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 1784p.
LANGUAGE- English
EDRS Price- MF15 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); Basic Skills; Child Care Occupations; Child Development; Child Rearing; Clothing; Communication Skills; Competence; *Competency Based Education; *Consumer Education; Consumer Science; Family Life; *Family Life Education; Fashion Industry; Fine Arts; Food Service; Health Education; High Schools; Home Management; Housing; *Integrated Curriculum; Leadership; Mathematics Skills; Nutrition; *Occupational Home Economics; Physical Education; Science Curriculum; Sewing Instruction; Social Studies; *State Standards; Statewide Planning; Teaching Guides; Textiles Instruction; Well Being
IDENTIFIERS- *Family and Consumer Sciences; Missouri

These two documents deal with the relationship between Missouri's Show-Me Standards (the standards defining what all Missouri students should know upon graduation from high school) with the vocational competencies taught in secondary-level family and consumer science (FACS) education courses. The first document, which is a database documenting the common ground that has existed for years between the academic skills and vocational competencies in the area of FACS education, is in the form of a three-column table in which duty band and task statements in the following areas of FACS education are cross-referenced to academic knowledge (content) and performance (goal) statements: child care provider/assistant; child development, care, and guidance; clothing and textiles (intermediate and advanced); contemporary living; core employment skills; custom sewing; exploratory FACS; FACS; family/consumer resource management; family/individual health; family living and parenthood; fashion/fabric consultant; food service worker; housing, home furnishings, and equipment; industrial sewing; and nutrition and wellness. In the second document, the same FACS duty bands and task statements are cross-referenced to Missouri's Show-Me Standards knowledge and performance statements applicable to the following curriculum areas: mathematics; communication skills; science; social studies; health and physical education; and fine arts. (MN)

ED 421 649 CE 076 902

Tieman, Rebecca; Burns, Stacey
Health Occupations. Missouri's Show-Me Standards and Vocational Education Competencies. Cross Reference. Main Report. Mini Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Allied Health Occupations; *Allied Health Occupations Education; *Basic Skills; Communication Skills; Competence; Competency Based Education; Dental Assistants; Fine Arts; Health Education; High Schools;

Poverty Programs; Pregnancy; *Pregnant Students; *Prevention; Program Development; *Program Effectiveness; *Unwed Mothers
IDENTIFIERS- *Carrera Model

The goals, grantmaking strategies, and interests of the Mott Foundation with regard to identifying problems and developing programs for adolescent women are reviewed in a brief introduction. Four articles address various aspects of the problem of teenage pregnancy. The title article provides a review of recent statistics on a decline in the teen birthrate, pointing out that there is still an enormous problem of teen pregnancies. Of special concern is the continuing increase in the number of babies born outside marriage to teen mothers. No single approach will reduce pregnancy rates among all groups of teenagers. The influence of several distinct and complex issues is summarized. Two articles, "The Carrera Model: A Program for Youth 'At Promise,' Not 'At Risk'" and "Training and Evaluating Keys to Future for Carrera Model," highlight a holistic, adolescent pregnancy prevention initiative of the New York City-based Children's Aid Society, a long-term comprehensive program for adolescents with many deficits in their lives. Replications of the program are reported. The final article, "Innovative Programs Address Sociocultural Barriers," examines Mott-supported projects that deal with other aspects of the teen pregnancy issue. (EMK)

ED 421 666   CG 028 521

Planning for Life: Program Guidebook. Career Planning: Definitions, Improvement Ideas and Self-Review Process, Application Guidelines.
SPONS. AGENCY- Army Recruiting Command, Fort Sheridan, IL.
PUB DATE- 98
NOTE- 53p.; For related documents, see ED 389 891, ED 378 386, ED 374 344, and ED 368 859.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; *Career Guidance; *Career Planning; Elementary Secondary Education; *Program Design; Program Evaluation
IDENTIFIERS- *Life Planning

Career and life planning are central to education and provide a unifying focus for school guidance efforts. There is growing evidence that individuals who have goals and dreams often attain them, while those who set no objectives in life frequently fall short of their potential. This guidebook was prepared for schools and institutions to use to improve their current career planning efforts by placing career planning in the context of a comprehensive guidance program. It defines the various activities that make up life planning and provides the framework to conduct self-reviews using the principles as set forth in this information. Part 1 introduces "Career Planning and Comprehensive Guidance Programs." Part 2 details the "Seven Cs of the Career Planning Process," which are clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, and competency. Each chapter contains a brief summary of the key points. Part 3 describes the "Career Planning Self Evaluation Process and Application Review Criteria," and includes sample self-review instruments. Application material and guidelines for schools, institutions, and agencies that would like to submit their programs for the Accelerated Reader (AR) technology-based literacy program on attendance and standardized test scores at a representative sample of 2,500 elementary, middle, and high schools. These schools were compared with approximately 3,500 schools of similar geographic and demographic characteristics that did not own the software. A comparative analysis of data revealed: (1) statistically significant evidence that, on virtually every subject test (including reading, writing, math, science, and social studies), a majority of schools that owned AR performed better than socioeconomically comparable non-AR schools; (2) a statistically significant majority of AR-owning schools also had higher attendance rates than their non-AR peers; (3) gains in academic performance increase with the length of time schools own AR--schools that have owned AR for 2 or more years are 59% more likely to show test performance above the median for their control group; (4) analysis of AR's effectiveness in different metropolitan settings indicates that AR is by far most influential in urban schools and in low socioeconomic environments; and (6) increased performance of AR-owning schools does not vary with the relative availability of microcomputers at those schools, indicating that the effect is not related simply to increased use of technology. Findings suggest that AR has a positive effect on student academic performance, especially for socioeconomically disadvantaged children in urban areas. Together with the results of previous Institute studies, this is compelling evidence that AR is an effective tool in stimulating increased reading, and that increased reading will lead to higher attendance rates and greater academic success. (Includes 18 notes and 6 tables of data.) (Author/SR)

ED 421 685 CS 013 251

Paul, Terrance D.
Learning Information Systems: Theoretical Foundations.
PUB DATE- 96
NOTE- 39p.; Paper presented at the National Reading Research Center Conference "Literacy and Technology for the 21st Century" (Atlanta, GA, October 4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cybernetics; Educational Technology; Elementary Secondary Education; Feedback; *Information Theory; *Reading Improvement; Reading Programs; Systems Approach
IDENTIFIERS- *Accelerated Reader Program

This paper uses the conceptual framework of cybernetics to understand why learning information systems such as the "Accelerated Reader" work so successfully, and to examine how this simple yet incisive concept can be used to accelerate learning at every level and in all disciplines. The first section, "Basic Concepts," discusses the cyberretic analytical framework; feedback, time series, memory, and forgetting; and information theory. The second section of the paper, "Issues in Applying Cybernetics to Human Systems and Education," addresses translating feedback control terminology to common terminology; positive alignment of human purposes; importance of information and measurement in human systems; characteristics of "good" measurement; the role of technology; a cybernetic framework for enhancing motivation; and hostility toward objective measurement. The third section, "A Cybernetic Analysis of Three

DESCRIPTORS- *Audience Awareness; *Curriculum Development; Higher Education; Pilot Projects; Self Actualization; *Writing Assignments; *Writing Instruction; Writing Research
IDENTIFIERS- Curriculum Emphases; Davis and Elkins College WV; *Writing Topics

In a pilot study based on a project underwritten by the United States Department of Education to add more study of international issues to writing courses, revisions in content to both a first your and an advanced composition course were tested during 1993-94. The method for the classroom procedures was also changed to enhance the greater responsibility of the students as researchers, writers, and editors. Using a sequence of expanding writing assignments and varying types of workshops, the writing course curriculum facilitates students' individual and group proficiencies in focus, description, audience awareness, and self awareness. A writing instructor at Davis & Elkins College, West Virginia, redesigned first year and advanced composition courses to have this new content imperative. The assignments ran through a variety of open-sided (as opposed to open-ended) topics. The second term first-year course focused on environmental topics. Students wrote about such topics as the indigenous people of Central America, infanticide, contemporary Fascism, the former Soviet Republics, and Appalachia. The introduction of a tangible audience into the classroom is a vital element for the teacher and student. (An appendix contains five assignment sheets from the first-year first term course in the project.) (RS)

ED 421 706   CS 216 414

Young, Michael W.
Seeing Ourselves Reflected in Our Narratives: Studies in Culture and Communication.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Montreal, Quebec, Canada, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Curriculum Development; Higher Education; Instructional Innovation; *Intercultural Communication; Multimedia Instruction; Personal Narratives; *Portfolios (Background Materials); Self Concept; Self Evaluation (Individuals); *Student Evaluation; Student Journals; *Writing Instruction
IDENTIFIERS- *Reflective Writing; *Robert Morris College PA

This paper describes and evaluates three wholly integrated classroom programs at Robert Morris College in Pittsburgh, in two different writing/communication curriculums, involving the students' creation of a portfolio as an organic and expanding set of inter-related narrations, written and spoken, based on constant, though diversified reflections of both self and the texts. One of the courses was an existing first-semester first year expository writing course, which included a narrated discovery of the students' own selves or defined their most important community in an essay; and the second course was a new intercultural communication course for sophomore level students that was piloted by a number of the faculty members in the communication skills program, beginning in the fall 1996 term. Core assignments for the course were generated from a group project in which a team of students were to investigate a

IDENTIFIERS- *New Teachers; *Teaching Perspectives

Intended for teacher educators, beginning teachers, classroom leaders, and administrators, this essay collection offers practical advice on topics such as evaluating student writing and creating support systems for beginning teachers. The essays discuss how the "real world" of teaching matches--or fails to match--novice teachers' expectations. The 27 essays and their authors are as follows: (1) "An Experienced Teacher Looks Back" (Gayle Bolt Price); (2) "May Sheehan" (Susan Joan Fishbein); (3) "Human Voice, Wooden Horse" (Maureen Neal); (4) "Some Reflections on Becoming a Teacher" (Kenneth Simons); (5) "A Great Beginning: My Personal Journey" (Donald M. Shafer); (6) "Having Seized the Day--and Let Go" (Diana Wagner Marmaluk); (7) "The Road Taken, Gladly" (Wang Zhijun); (8) "This Is Not about Dreams" (Julia M. Emig); (9) "New Teachers, Teacher Culture, and School Reform" (F. Todd Goodson); (10) "Gone but Not Forgotten: University-Based Support for Beginning Teachers" (Mary C. McMackin and Judith A. Boccia); (11) "Avoiding Burnout: New Teachers Dialoguing with Experienced Teachers" (Regina Paxton Foehr); (12) "What I Know Now: The Personal and the Emotional in Teaching English" (Paul Heilker); (13) "The Use of Journals in Teacher Development and Course Design" (Brenda L. Dyer); (14) "Becoming a Teacher of Insight: The Line with No Hook" (Sean Meehan); (15) "'Are You Listening to Me?' Effective Evaluation of Student Writing" (Janet Gebhart Auten); (16) "Out of Ashes" (Inga Harmon Smith); (17) "To See Life Steady and Whole: Integrating the Humanities into the K-12 Curriculum" (Mary Theresa Kyne); (18) "Questions, Confusions, and Resolutions of a First-Year Teacher" (Richard F. Gaspar); (19) "Teaching Is All I Know on Earth, and All I Need To Know" (Gerald Mackey); (20) "Three New Teachers in the English Department" (Jane E. Harvey, Daniel A. Heller, Jennifer S. McConnell, and Debra J. Williams); (21) "A Storytelling Approach to Beginning Teacher Evaluation" (Thomas Philion); (22) "A Language for Beginning Teachers" (Lisa Birnbaum); (23) "In My Mind's Eye" (Sheryl Rubin); (24) "Support for New Teachers at Paul Robeson High School" (Charlotte Adomaitis); (25) "Beginning Teacher Support Programs: Bridging Preservice and Inservice" (Susan A. Wasserman); (26) "Just Ten Minutes a Day (On Becoming a Teacher/Writer)" (Noreen Duffy Copeland); and (27) "Using the Teaching Portfolio To Enhance the Development of Student Teachers" (John Zubizarreta). (NKA)

ED 421 725   CS 216 467

Jolly, Peggy
The Ethics of Plagiarism.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; *English Departments; *Ethics; Higher Education; *Plagiarism; Questionnaires; *Scholarship; Writing Instruction
IDENTIFIERS- Academic Misconduct; *Faculty Attitudes

Within the academy the commonly held definition of plagiarism--using another's words, ideas, or stylistic individuality without attribution--is widespread, appearing on most English course syllabi. Judicial guidelines are followed: neither stealing nor ignorance of the law is to be sanctioned.

concern under the SBM concept. Chapter 1 defines the various terms used in site-based management and describes the participants and their obligations. Chapter 2 is devoted to an indepth look at how SBM affects the various actors in the process, explaining their roles if the concept is to succeed. Some of the questions that arise and a range of possible responses are offered. Chapter 3 deals with the pitfalls, the hurdles, and the opportunities that accompany the switch to a SBM type of school, paying close attention to legal issues, contract issues, and governance issues. Chapter 4 presents a planning/accountability/decision model for use under the SBM approach, with a special emphasis on an evaluation process using the Context, Input, Process, Product Model. (Contains a glossary.) (RJM)

ED 421 744 EA 029 131

Blank, Mary Ann; Kershaw, Cheryl
The Designbook for Building Partnerships: School, Home, and Community.
PUB DATE- 98
NOTE- 428p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Design; *Educational Change; *Educational Innovation; Elementary Secondary Education; *Instructional Design; Integrated Services; *Parent Participation; School Administration; School Community Relationship; Volunteers

The text serves as a guide and comprehensive summary of tips for building collaborative school cultures. The focus extends beyond the typical attempts at parent involvement to the more significant goal of promoting true collaborative partnerships. It features a parent survey as a means for educators to understand parent perceptions and identify needs, and it underlines the importance of this process in identifying those areas that require change. Each component of the survey is explored by a chapter called a "design." These designs focus on such topics as creating a school environment for learning, communicating effectively, promoting supportive relationships, developing shared expectations, involving others productively, and supporting teaching and learning. The text emphasizes the need for shared responsibility, for tailoring partnership to each school, and for translating research into practice. Many strategies and scenarios are included to illustrate the process, and reproducible pages are provided to facilitate use of the text. (Contains approximately 150 references and an index.) (RJM)

ED 421 745 EA 029 132

Illinois School Code, 1998.
PUB DATE- 98
NOTE- 781p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; Higher Education; Politics of Education; *School Law; School Policy; *State Legislation

information can also help educators adapt these approaches to their own circumstances. The report explores the various kinds of reform networks and discusses how networks enhance state reform, focusing on system flexibility and professional development. Various ways in which states support reform networks are also detailed, such as in managing networks, investing in networks, evaluating networks, communications links, and other methods. Suggestions on how to choose a network are offered. Two appendices feature a guide to major reform networks located throughout the country and some research and evaluation reports of reform networks. (RJM)

ED 421 764 EA 029 156

Anderson, Amy Berk; Lewis, Anne C.
Academic Bankruptcy. Policy Brief.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Failure; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Outcomes of Education; Performance Based Assessment; *School Effectiveness; *School Law; Standards; *State Legislation
IDENTIFIERS- *Academic Bankruptcy

In an effort to improve student achievement in low-performing districts, 22 states have developed academic bankruptcy laws, allowing them to intervene in districts that consistently fail to satisfy state education performance standards. This policy brief presents an overview of these statutes. The text offers a comparative summary of state takeover provisions, the pros and cons of academic bankruptcy and emerging themes from the literature, and how three states have moved forward with the implementation of their statutes. The academic bankruptcy/intervention policies for the 22 states are presented in a grid so as to allow for easier comparison among states. The information includes a statute number of state board policy, the state policy regarding processes before takeover occurs, the transfer of students, audit teams, interim administrators, the removal of the superintendent, whether the state board has the power to consolidate or dissolve schools, whether the state can withhold funding, whether the public must be notified about the status of low-performing schools, and an overview of each state's law. Some key themes, such as changes in governance, the impact on teaching and learning, and incentives and sanctions, as well as what actually happens when a state intervenes, are also provided. (RJM)

ED 421 765 EA 029 157

Leaders for Change 1997.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Instructional Leadership; Program Descriptions; Program Effectiveness
IDENTIFIERS- *Leaders for Change

case-study design. Data, collected over a 2-year period, included formal and informal interviews, participant and nonparticipant observations, surveys, and documents. Results of data analysis supported matching the "garbage can" decision-making model to conditions of restructuring. Eight study conclusions were supported: (1) initiating restructuring created the conditions of "organized anarchy," characterized by unclear goals, fluid participation, and uncertain technology; (2) "garbage can" decision factors--problems, solutions, participation, and choice opportunities--seemed to operate interdependently and potentiated one another; (3) all four factors needed to be present for a decision to be made; (4) the frequency of decision-making activity increased in the early stages of restructuring, and at the peak of activity, decisions tended to be determinant and lasting; (5) leadership behavior was a mitigating factor in the amount of organized anarchy; (6) participant involvement was affected by context factors within any given restructuring activity; (7) participant involvement varied based on timing factors; and (8) participants had varying purposes for their involvement. Five implications for theory and practice are discussed. (Contains 43 references.) (Author/MLH)

ED 421 784 EA 029 196

Novak, Joseph Donald
Learning, Creating, and Using Knowledge: Concept Maps as Facilitative Tools in Schools and Corporations.
PUB DATE- 98
NOTE- 264p.; "Concept Map" is a pending trademark.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Concept Mapping; Elementary Secondary Education; Higher Education; *Learning Processes; *Problem Solving; *Role of Education
IDENTIFIERS- *Knowledge Development; *Knowledge Maps; Management Practices

As illustrated by a concept map in chapter 1, this book discusses three concepts: (1) the nature of knowledge, its capture, creation, and use; (2) the nature of human learning; and (3) a theory of education tying together the first two concepts. Chapter 2 discusses the need for a theory of education to resolve numerous questions, issues, and problems faced in educating people to become powerful and committed knowledge creators and users. Chapter 3 defines meaningful learning and its fundamental elements: facts, concepts, propositions, and principles. Chapter 4 develops further how humans construct new meanings and the role played by concepts and propositions. Chapter 5 presents an account of David Ausubel's assimilation theory of meaningful learning. Chapter 6 presents a theory of knowledge and uses the Vee heuristic to illustrate it. Chapter 7 focuses on teacher and manager effectiveness, and chapter 8 deals with context issues associated with effective teaching. Chapter 9 treats evaluation, the most crucial element involved in educating or managing. Methods used to evaluate and reward learning and performance can enhance or undermine our best efforts. The last chapter speculates on future chances for enhanced educating and managing, given the snail's pace of teacher education and school reform efforts. Included are 71 figures, 5 tables, 2 appendices, and author and subject indices. (Contains 262 references.) (MLH)

ED 421 785 EA 029 197

generated by the same sensibilities that drove imperial expansion. This book examines one powerful source of those divisions--imperialism's influence on our educated view of the world. People need to understand how 5 centuries of studying, classifying, and ordering humanity within an imperial context gave rise to peculiar and powerful ideas of race, culture, and nation--conceptual instruments used by the West to divide up and educate the world. Chapters 2 through 4 explore how imperialism took knowing possession of the world, set that world on public display for the West's edification, and developed the principal forms of schooling serving both colonial state and colonized native. Chapters 5 through 9 examine five staples of school curriculum (history, geography, science, language, and literature), identifying traces of colonial imagination contributing to world divisions. Each chapter traces the subject's historical formation within the age of empire, discusses the legacy it assumed during the 1960s, and closely examines this legacy's lingering elements in today's classrooms. (Contains 559 references.) (MLH)

ED 421 804   EA 029 255

Office for Civil Rights. Annual Report to Congress, Fiscal Year 1991.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; Access to Education; *Age Discrimination; Annual Reports; *Civil Liberties; Disabilities; Elementary Secondary Education; *Federal Government; Higher Education; *Law Enforcement; *Racial Discrimination; *Sex Discrimination; Sexual Harassment
IDENTIFIERS- *Office for Civil Rights

The Office for Civil Rights (OCR) is a law enforcement agency primarily responsible for ensuring that recipients of federal assistance do not discriminate against students, faculty, or other individuals on the basis of race, color, national origin, sex, handicap, or age. OCR is responsible for enforcing the following Federal civil rights laws: the Civil Rights Act of 1964 (Title VI); the Education Amendments of 1972 (Title IX); the Rehabilitation Act of 1973 (Section 504); and the Age Discrimination Act of 1975. OCR's principal activity is resolving complaints of discrimination. OCR received 3,809 complaints during FY 1991. Most were filed against elementary and secondary schools; 79 percent alleged discrimination in delivery of services; and nearly two-thirds alleged discrimination on the basis of handicap. OCR holds compliance reviews of federal programs, monitors implementation of higher education desegregation plans, and reviews desegregation components of grant applications submitted under the Magnet Schools Assistance Program. OCR also brings enforcement actions against recipients failing to collect civil rights violations and provides technical assistance to facilitate voluntary compliance. FY 1991 priority issues included investigations of discrimination against second-language students in Hawaii, ability-grouping practices in an Illinois district, racial harassment in an Ohio district, and discrimination against pregnant students in Atlanta schools. Other interventions are discussed. (MLH) (ages birth-21) in a regional, community-based approach that successfully implemented a school improvement plan with all other school system instructional components. "Staff Training Strategies for Implementing the Boys Town Education Model in Georgia Psychoeducational Network Programs" (Linda J. Dickson), reports on a study that investigated the strategies used in training 154 staff in the implementation of this model in four GPN programs. "Implementation of the Boys Town Education Model in Four Georgia Psychoeducational Network Programs: Initial Impact on Student Social Skills and Adjustment" (Ronald W. Thompson and others), evaluated the implementation of the Boys Town Education Model with 189 students with severe emotional and/or behavior disorders and found that students made significant gains in social skills and school adjustment. "GPN Report Card-A Status Report" (Carol Pope), discusses the development of a report card to evaluate educational outcomes for students with severe emotional and/or behavior disorders. (Each paper includes references.) (CR)

ED 421 823 EC 306 582

Kelker, Katharin A.
Training Personnel for the Education of Individuals with Disabilities. Final Report, Years 1-5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; American Indians; Children; *Disabilities; Elementary Education; Individualized Education Programs; Infants; *Minority Group Children; Outreach Programs; *Parent Education; *Parent Empowerment; *Parent Participation; Parent School Relationship; Preschool Education; Program Effectiveness; Rural Education; Toddlers
IDENTIFIERS- Montana

This final report of a five-year project describes the activities of Parents, Let's Unite for Kids (PLUK), a Montana program designed to provide support, training, and information to parents of infants, toddlers, and children with disabilities. A priority of the project is to serve members of groups that have been traditionally underserved, especially families living in rural locations and Indian families living both on and off reservations. Goals of the project included: (1) to assist parents in understanding the nature and needs of the disabling conditions of their children; (2) to demonstrate ways parents can support their child's educational program; (3) to enable parents to communicate more effectively with special educators, administrators, related service personnel, and other relevant professionals; (4) to empower parents as decision-makers in the special education process, including development of their child's Individualized Education Program; (5) to provide parents with information about the options, programs, services, and resources available at the national, state, and local levels to assist infants, toddlers, children and youth with disabilities and their families; and (6) to increase parents' understanding of the provisions for education under the Individuals with Disabilities Education Act. Activities the project conducted to achieve these goals are outlined. (CR)

ED 421 824 EC 306 583

difficulties in obtaining accurate indications of a child's level of giftedness and the importance of using professional judgment in determining whether tests have been optimally used in the assessment process; (2) "Inclusion: A Wrong Turn for the Gifted in the 21St Century!" (Bruce Gurcsik); (3) "Motivating Gifted Learners through Problem-Based Learning" (Linda Lucas); (4) "The Search for Giftedness" (Linda Kreger Silverman), which discusses reasons for studying gifted children and offers a philosophy of giftedness; (5) "The Return of Gifted Children Monthly as Gifted-Children.Com " (James Alvino); (6) "Homeschooling Your Gifted Child: An Effective Alternative for Differentiated Learning" (Vicki Caruana); (7) "Finding and Serving the Young Gifted Child: A Crucial Need in the Schools" (Joan Franklin Smutny and others); (8) "Mozart and the Evolution of Western Music: An Important Study for the Gifted Student" (Andrew Flaxman); (9) "Cinderella Meets a Prince: Howard Gardner" (Jerry D. Flack), which describes connections that can be established between studies of Cinderella stores and gifted students' understanding of multiple intelligences and provides multiple intelligences activities; (10) "Chapter One: The Context for Using Technology" (Adrienne O'Neill and Mary Ann Coe), a chapter taken from "Technology Resource Guide: Transporting Gifted and Advanced Learners to the 21st Century." All issues include book news and reviews on publications related to gifted education and a profile of a famous gifted person. (CR)

ED 421 842   EC 306 605

Veisson, Marika
Relations between the Family Members According to Kvebaek Family Sculpture Technique: Comparative Study in Families in Control Group and with Mentally Retarded Children.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (ISSBD) (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Evaluation Methods; Family Life; *Family Relationship; Foreign Countries; *Mental Retardation; *Parent Child Relationship; *Sex Differences; *Sibling Relationship; *Siblings
IDENTIFIERS- *Kvebaek Family Sculpture Technique

This report discusses the findings from an Estonian study that used the Kvebaek Family Sculpture Technique to compare family relationships in families of 47 children (ages 7-10) with siblings with mental retardation to family relationships in families of 43 typical children. The family size ranged from four to five members, so there were two to three children in each family. During the study, male and female figurines of three sizes were placed on the table. Each child was asked to place the figurines on a sheet of white plastic 10 x 10 cm chessboard squares so the child could see all the members of the family. If any further instructions were needed, children were told to place the figurines as they saw the relations between the family members. Then the distances between the members of the configuration were computed. While comparing the distance value between Ego and other family members one at a time, there was no statistically significant difference between the experimental and control groups. Some differences were found between sexes, with boys having significantly longer

The judgment subsystem is found especially useful in this context, and is illustrated in analysis of two sample historical narratives, an examination of the rhetorical effect of patterns of judgment in history texts, and a critical look at the evaluative tools currently available for revaluing the past in history classrooms. Contains 37 references. (MSE)

ED 421 861 FL 025 361

El-Marzouk, Ghiath
Avoidance Defined: The Psychology of Linguistic Determinism and the Ontology of Cognitive Predeterminism. CLCS Occasional Paper No. 52.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabic; *Cognitive Processes; English (Second Language); Foreign Countries; Grammar; *Language Patterns; *Language Processing; Language Research; Language Usage; *Linguistic Theory; *Psycholinguistics; Second Language Learning; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Avoidance Behavior

This study investigated whether "avoidance" is an appropriate term to describe the linguistic behavior in which the learner with a particular first-language (L1) background tries to underproduce or underrepresent a particular second-language (L2) structure. The first section seeks to establish the general psycholinguistic principle that determines avoidance in the process of L2 acquisition, particularly within behaviorist and cognitive psychology. The second section looks in more depth at the ontological dimension of cognition that predetermines this general psycholinguistic principle. The final section is an extensive critical survey of an "avoidance classic," namely H. Kleinmann's account of the passive construction in the case of Arabic-speaking learners of English and some of J. Schachter's speculative conclusions. (Contains 51 references.) (MSE)

ED 421 862 FL 025 362

Lewis, Robert
Learning Styles in Transition: A Study of Indonesian Students.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (23rd, Hamamatsu, Japan, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classroom Techniques; *Cognitive Style; Educational Research; *English (Second Language); Foreign Countries; Geographic Distribution; Higher Education; Language Research; Second Language Instruction; Second Language Learning; *Sociocultural Patterns
IDENTIFIERS- *Indonesians

This study investigated the learning styles and approaches of 320 Indonesian students of English as a Second Language either in a higher education institution or private language course. The sample was drawn from three diverse regions, the main biographical features distinguishing the groups being language/cultural, socioeconomic, and educational background.

technical contexts to translate, and were asked to use the graphic organizers to create flowcharts of their translation decision-making processes. Analysis of the charts showed a significant differences in the processes used for translation at different proficiency levels, and that translation processes are generalizable to at least two expertise levels, expert and non-expert. Implications for development of machine translation techniques and for further research are discussed briefly. Contains 13 references. (MSE)

ED 421 883 FL 025 387

Parkinson, Brian, Ed.
Edinburgh Working Papers in Applied Linguistics, 1998.
PUB DATE- 98
NOTE- 130p.; For individual articles separately analyzed, see FL 025 388-395.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Classroom Communication; Discourse Analysis; English for Academic Purposes; English for Special Purposes; Ethnography; Information Sources; Japanese; *Language Patterns; *Language Research; Language Usage; *Linguistic Theory; Medical Research; News Reporting; Peace; Second Language Instruction; Slides; Spanish; Student Evaluation; Teacher Education; War; World Wide Web

Papers on applied linguistics and language pedagogy include: "Non-Exact Quantification in Slide Presentations of Medical Research" (Ron Howard); "Modality and Point of View: A Contrastive Analysis of Japanese Wartime and Peacetime Newspaper Discourse" (Noriko Iwamoto); "Classroom Transcripts and 'Noticing' in Teacher Education" (Tony Lynch); "Questions of Presentation: Evaluating Success in EAP Seminar Skills Classes" (Tony Lynch); "Butterflies in the Rain Forest? Ethnography and the Business English Student" (Jill Northcott and Gillian Brown); "Translator, Traitor, Source of Data: Translations of 'Foreign Phrases' as an Awareness-Raising Exercise" (Brian Parkinson); "To Code or Not To Code?" (Brian Parkinson, Parveen Sandhu, Manel Lacorte, Lesley Gourlay); and "Ewebuation" (Joan-Tomas Pujola). (MSE)

ED 421 884 FL 025 388

Howard, Ron
Non-Exact Quantification in Slide Presentations of Medical Research.
PUB DATE- 98
NOTE- 18p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Estimation (Mathematics); Information Dissemination; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Medical Research; *Physicians; Slides; *Speech Communication; *Speech Habits
IDENTIFIERS- *Approximation (Statistics)

This study examined the way medical clinicians speak about numbers in orally presenting the results of research. Presentations by a sample of eight physicians and surgeons were selected and the manner in which numerical data on the slides were referred to was analyzed. Overall in the sample, it was four times more common to speak about data on slides in one of and moral educational objectives. The OECD is an international body whose primary objective is to improve economic performance among its 29 member countries. By attempting to extend the corporate paradigm into the realm of education and recommending policy changes that it believes will improve economic performance, OECD encourages universities to transform traditional academic programs into technical training programs that supply the skills required by corporations. These measures not only direct society but also protect institutions from academic attack; that by promoting free-market ideology within schools and universities, OECD's recommendations insulate corporations from social criticism because they are validated by the very institutions responsible for social critique. Moreover, by refocusing attention on what are perceived to be the educational causes of economic problems, the OECD removes the focus from the actual corporate causes of unemployment. When the quality of education is defined in strict accordance with market economy values, such a narrow view is deeply destructive of humanistically constituted educational philosophies. (Contains 12 references.) (MAB)

ED 421 905 HE 031 426

Vacik, Stephen M.; Miller, Michael T.
Critical Incidents Impacting the Role and Development of the Academic Department Chair, 1870-1925.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *College Administration; *Department Heads; Economic Factors; Educational History; Federal Legislation; Higher Education; Instructional Leadership; Political Influences; Questionnaires; School Business Relationship; School Organization; *Social History; Social Influences

Despite contemporary efforts to develop lists of department chair tasks and responsibilities, there is no historical foundation available for understanding the department chair position. This study was designed to identify the critical incidents and factors which impacted on the development of the department chair position in higher education from 1870 to 1925. Delphi survey questionnaires were mailed to 15 scholars specializing in the study of department or unit chairs; 13 were returned. The study found that: (1) respondents agreed most strongly that federal legislation in vocational education, which forced greater compartmentalization of responsibilities, worked to formalize the chair role; (2) the second most important factor impacting the chair role was the increased attention to fund raising and the emphasis on private endowments; (3) respondents indicated moderate to high levels of knowledge concerning the historical development of the chair position; and (4) overall, 29 factors, organized as 5 contextual themes, were identified as being related to the chair position: management and personnel, curricular issues, federal involvement, technological advances, and revenue and funding. A list of participants, their publications, and the 29 factors are appended. (Contains 13 references.) (MAB)

ED 421 906 HE 031 427

Graduate Field of Study, by Sex. Indicator of the Month.
PUB DATE- 98

takes into account such factors as differences in the cost of living and the size and relevant structural characteristics of a state's higher education system. In examining state resources allotted to the system, the report concludes that higher education in New Jersey is relatively well supported considering the small size of the system and the large proportion of students (38 percent) who attend college out of state, and notes that it is especially generous in the amount of funding provided for student assistance programs. Considering sector resources, the report concludes that although the state's percentage contribution to revenues for the state colleges, Rutgers University, and the University of Medicine and Dentistry of New Jersey is higher than average for identified peer states, New Jersey's percentage contribution to community colleges is below the national average. Considering sector spending, the report finds that spending by public research universities and independent institutions is less than peer institutions, but spending by state college and community college sectors is higher than at peer institutions. Text and tables provide detail for the study's findings. Appended is an explanation of the cost adjustment methodology. (Contains 15 endnotes.)(DB)

ED 421 925 HE 031 446

The Capacity of New Jersey's Higher Education System. A Report to the Governor and Legislature.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cooperative Programs; Cost Effectiveness; Disadvantaged Youth; *Educational Demand; Educational Opportunities; *Educational Supply; Enrollment; Equal Education; *Higher Education; *Needs Assessment; Standards; Student Mobility
IDENTIFIERS- *New Jersey

This report was written in compliance with the New Jersey Higher Education Restructuring Act and evaluates current and projected higher education needs across the state, including the need to establish, close, or consolidate institutions of higher education. The report addresses: (1) capacity issues, concluding that there is no need to establish, close, or consolidate institutions, although some regions have limited access to postsecondary degree programs; it also recommends that the state continue development of distance learning technologies and environments; (2) outmigration, urging continuing support for high-achieving students who enroll in in-state institutions; (3)educational opportunity, calling for greater support for economically and academically disadvantaged students and students for whom English is a second language; (4) cost effectiveness, where a review of low enrollment programs is recommended; (5) collaboration and articulation, with recommendations for continued improvement of articulation between colleges and collaborative degree programs. Following the overview, individual sections of the report provide further information on: New Jersey's system of higher education in a national context; a summary of public hearings and other testimony; indicators of demand for higher education in New Jersey; issues of higher education supply and access; and recommendations. Five appendices include demographic data, definitions, SAT and High School Rank Distributions of First-trends toward participatory decision making. The paper concludes that both change and continuity are essential in all facets of institutional leadership. (Contains 13 references.) (DB)

ED 421 945 HE 031 483

Krane, David; Cottreau, Amy
Generation 2001: A Survey of the First College Graduating Class of the New Millennium. Study No. 718287.
SPONS. AGENCY- Northwestern Mutual Life Insurance Co., Milwaukee, WI.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; Career Choice; *College Freshmen; *College Students; Goal Orientation; Higher Education; Money Management; Political Attitudes; Questionnaires; Racial Relations; Social Attitudes; *Student Attitudes; Student Educational Objectives; Student Surveys; Tables (Data); Time Management; Values

This report presents findings of a study of the attitudes of college freshmen who will likely graduate in 2001. Interviews with 2001 freshmen attending public and private four-year colleges and universities are analyzed in text and tables for the following topics: generational differences; beliefs and values; goals and aspirations; finances, social and political concerns; race relations; and a typical week for one member of the class of 2001 students. An executive summary highlights the following major findings: (1) students hold mixed views on generational differences; (2) although marriage and family are important, students are not "wed" to traditional values; (3) parents are students' most frequently named role models; (4) students have specific goals and are confident they will succeed; (5) about half of these students plan to enter the workforce immediately upon graduation; (6) helping others is a high priority, both in their current activities and career aspirations; (7) a minority of students cite high salary or prestige as career goals; (8) students have relatively little knowledge about vehicles for financial security; (9) students are split regarding the country's direction; (10) most students have a negative view of current race relations; and (11) sleeping and socializing take up most of these students' time. A section on the survey methodology and an annotated questionnaire are appended. (DB)

ED 421 946 HE 031 484

Restructuring Higher Education: Cost Containment and Productivity Enhancement Efforts of North American Colleges and Universities.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; College Administration; Computer Uses in Education; *Cost Effectiveness; Costs; *Educational Finance; Faculty Workload; *Higher Education; Marketing; Privatization; *Productivity; Telecommunications

This report addresses issues in the efforts of colleges and universities to reduce costs. First, some key findings are students can benefit from them. It then turns to practical models from teachers who have taken concrete steps to provide access to the Internet for all of their students. Six success stories are provided that describe: (1) helping students with learning disabilities through the use of "talking" computers; (2) integrating special education technology into the overall technology plan for a school district; (3) using e-mail and the Internet to build bridges between students with disabilities and students at other schools; (4) helping deaf and hard-of-hearing students develop literacy skills and vocabulary with a textbook available on the Internet; (5) integrating a student with a visual impairment into classroom activities using the Internet; and (6) using assistive technology to integrate students with disabilities and students for whom English is a second language. Resources for finding assistive technology and World Wide Web resources are listed. (AEF)

ED 421 967 IR 018 939

On the Promotion System of the Utilization and Application of Educational Media in Regions Responding to the Changing Society. AVE in Japan No. 36.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Aids; *Audiovisual Centers; Educational Development; *Educational Media; *Educational Technology; Foreign Countries; Information Services; *Institutional Role; Lifelong Learning; Multimedia Materials; Nonprint Media; Technological Advancement
IDENTIFIERS- *Japan; *Technology Utilization

This booklet contains the report of the Educational Media Sub-Committee (Japan) on a new way of distributing a media-based learning system in regional communities. Highlights of the report include: (1) new movements in the utilization of educational media, including basic tendencies in the establishment of educational media, trends of educational media, and the appearance of multimedia; (2) the role and functions of audiovisual institutions as a training and learning center, educational materials center, and information and research center; (3) the improvement of audiovisual institutions; and (4) propelling the system for educational media in local areas, including the roles of boards of education, prefectures and municipalities, and the national government. Also included is "A View of the Application of Audiovisual Education in the Lifelong Learning Society" (Yasuo Takakuwa). This article addresses the new concept of audiovisual institutions, as well as related functions, problems, and issues. (Includes a Japanese version of both reports.) (AEF)

ED 421 968 IR 018 940

Falling through the Net II: New Data on the Digital Divide.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Economic Factors; Federal Programs; Graphs; Internet; *Minority Groups; Ownership;

the need to fully address staff development. This paper outlines each of these topics--uses, best practices, and policy implementation--and supplements the discussion with related statistics, a list of selected educational Web sites, a brief description of the important concept of information literacy, and a list of sources and further reading. (AEF)

ED 421 986 IR 018 964

Umbach, Kenneth W.
Computer Fluency: Teachers and the New Technology: A Discussion Paper.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Computer Attitudes; *Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; Constructivism (Learning); Electronic Mail; Elementary Secondary Education; Independent Study; Leisure Time; Microcomputers; Teacher Education
IDENTIFIERS- Access to Technology; *Computer Users

This paper presents ideas about what is required for the development of expertise in computer technology and considers those requirements in the K-12 setting. This analysis comes from the point of view of long-time, self-trained users of personal computers and computer communications and long-time observer of the growth of technology expertise in California State Government, but who are not in the K-12 system. The paper: (1) outlines hypothesis regarding acquisition of expertise ("no one becomes expert in the use of personal computers who does not own one and learn predominantly at home or otherwise on personal time"); (2) presents a revised view reflecting responses received by e-mail; (3) illustrates with examples; and (4) interprets the revised hypothesis in the light of a simplified view of the K-12 setting. References to "personal computers" or "computer technology" encompass various platforms, including the Macintosh and the Intel/Windows/IBM-compatible platform, and communications via local area networks and the Internet. (AEF)

ED 421 987 IR 018 965

Umbach, Kenneth W.
Learning-Related Outcomes of Computer Technology in K-12 Education.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; Critical Thinking; *Educational Technology; Elementary Secondary Education; Outcomes of Education; Skills; Teaching Methods
IDENTIFIERS- Technology Integration; Technology Role

This report summarizes way in which computer technology and communications have been found to enhance learning in K-12 classrooms. This discussion of the learning-related outcomes of computer technology in K-12 education assumes: that the technology is used in appropriate ways, and that the technology is used in the course teaching, by a teacher who both knows the published reviews and articles, price, and suppliers comments. Other sections of the publications provide information on retrospective conversion services and products, library automation consultants, database hosts, CD-ROM and portable database distributors, and 1998-99 conferences and meetings. A selected bibliography of library automation periodicals (25 titles) and publications (130 titles) and a list of Internet resources on library automation are also included. Brief information is provided about software for which it was not appropriate or possible to provide detailed information. (DLS)

ED 422 007 IR 057 131

Milstead, Jessica L., Ed.
ASIS Thesaurus of Information Science and Librarianship. ASIS Monograph Series. Second Edition.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Behavioral Sciences; Cataloging; Computer Science; Indexing; *Information Science; *Library Science; Linguistics; *Subject Index Terms; Thesauri; Vocabulary
IDENTIFIERS- American Society for Information Science; Cognitive Sciences

This thesaurus covers the fields of information science and librarianship to a depth that will adequately support indexing, with coverage of related and peripheral fields as warranted by the strength of their relationship to information science and librarianship. Among the related fields are computer science, linguistics, and behavioral and cognitive sciences. More limited coverage of peripheral fields such as education, economics, management, statistics, and sociology is also included. The thesaurus contains 1,353 preferred terms (descriptors), 778 nonpreferred terms (Use references), and 36 broad terms used to group related concepts (facet indicators), as well as scope notes and definitions of ambiguous terms. This revision contains both a net increase of 103 descriptors and 35 changed terms from the first edition. The thesaurus includes a discussion of changes in the second edition; guidelines for use; a bibliography (15 titles); lists of terms added, deleted, and changed in the second edition; a facet list; alphabetical display; hierarchical display; and rotated display. (DLS)

ED 422 008 IR 057 132

Soete, George J., Comp.
Use of Teams in ARL Libraries. SPEC Kit 232 and Flyer 232.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Planning; *Cooperative Programs; Futures (of Society); Information Science; Library Science; *Library Statistics; *Library Surveys; Organizational Development; *Teamwork; Training; *Trend Analysis
IDENTIFIERS- *Association of Research Libraries

Published 10 times per year, SPEC Kits and Flyers contain up-to-date information on the latest issues of concern to libraries and librarians today. SPEC Kits and Flyers are the result of a program of surveys on a variety of topics related to current productivity. "Analyses of PQP/Program Review Results for Fiscal Year 1998," the second section, examines programs in 37 occupational/vocational program areas and five academic disciplines. The final section, "State-Level Initiatives," highlights initiatives undertaken at the state level to promote accountability and priorities, quality, and productivity. Statewide priorities established by the Illinois Community College Board and the Illinois Board of Higher Education emerged as common themes in the colleges' priority statements and in the activities developed to accomplish goals. A summary concludes the report; appended are three community college program review tables. (AS)

ED 422 048 JC 980 371

Illinois Community College System Transfer Study.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Associate Degrees; *Bachelors Degrees; *Community Colleges; Degree Requirements; Enrollment; Higher Education; Student Characteristics; Tables (Data); *Transfer Policy; *Transfer Students; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

In order to provide information about community college student transfer behavior, this study examines results from a series of freshman cohorts. It describes trends in student transfer from Illinois community colleges to four-year institutions between fall 1990 and spring 1995. The primary transfer rate and selected secondary rates from the Transfer Rate Model for the Illinois Public Community College system formed the basis of the analysis. As anticipated, transfer results varied based on the group of entering students being tracked. Full-time enrollment was identified as a key characteristic of those students who transferred. The report includes transfer rates based on entering baccalaureate/transfer students, with respect to race, age, gender, university level, major, and secondary transfer rates, with a focus on student intent. Appendixes include information about cohort selection criteria, and tables of data for transfers and entering students. (Contains 22 references.) (AS)

ED 422 049 JC 980 372

Petrowsky, Michael C.
Using a Multiple Choice Exam in Economics to Satisfy Possible Institutional Effectiveness Requirements: Some Considerations.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Economics Education; Guessing (Tests); Institutional Evaluation; *Macroeconomics; *Multiple Choice Tests; Objective Tests; Tests; Two Year Colleges
IDENTIFIERS- Glendale Community College AZ

This essay describes the problems involved in developing a comprehensive multiple choice exam in macroeconomics. It also attempts to promote dialogue about the testing instruments used to satisfy institutional effectiveness requirements. One international development. The related process of knowledge transfer and dissemination, as well as the more specific strategies involved in replication and going-to-scale are examined. Strategies discussed include the franchise approach, mandated replication, staged replication, concept replication, and spontaneous replication. The universalist and contextualist approaches are also discussed. A principal argument of the paper is that there are few effective and sustainable programs reaching out to large numbers, and that these are difficult to establish. The progress of replication efforts is often measured in terms of criteria such as the effect on participants, the numbers reached, the spread of project sites over a region, or the volume of services extended. Advances are seldom gauged against overall needs in a given country or region; the result is that program impact is often localized and may not significantly affect the total target population. Politicians, researchers, donors and policymakers are advised to use caution in evaluating proposals, as not all of them consider the broader impact of the program. (JPB)

ED 422 069 PS 026 680

Caring for America's Children--A Congressional Symposium on Child Care and Parenting. Hearing before the Subcommittee on Children and Families of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; Day Care Effects; Early Childhood Education; Family Needs; *Government Role; Hearings; Public Policy
IDENTIFIERS- Child Care Costs; *Child Care Legislation; *Child Care Needs; Congress 105th; Day Care Quality

These hearings transcripts present testimony regarding child care before the Senate's Subcommittee on Children and Families. The hearings attempted to answer three questions before action is taken by Congress concerning the care of the nation's children: (1) what is best for children?; (2) what do families really want?; and (3) what truly effective steps can be taken to enable families to provide the best care they can get for their children? Oral and written statements were offered by: (1) Indiana Senator Dan Coats; (2) Diane G. Fisher, a psychologist and policy consultant from the Independent Women's Forum; (3) Dr. Stanley Greensban, a child psychologist; (4) Jay Belsky, a professor of human development and family studies; (5) Dr. Armand Nicholi, a clinician and researcher from Harvard Medical School; (6) Ellen Gallinsky, a representative from the Family and Work Institute; (7) Darcy Olgen, a representative of The Cato Institute; (8) Danielle Crittenden, a representative from The Woman's Quarterly; and (9) Anita Blair, a representative of the Independent Women's Institute. (EV)

ED 422 070 PS 026 682

Hinds, Michael deCourcy
Our Nation's Kids: Is Something Wrong? An Issue Book for National Issues Forums.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 97
NOTE- 33p.

Schools; Library Services; *Library Statistics; Public Libraries; State Agencies; Tables (Data)
IDENTIFIERS- Florida; *Florida State Library

This 49th annual Florida Library directory with statistics edition includes listings for over 1,000 libraries of all types in Florida, with contact named, phone numbers, addresses, and e-mail and web addresses. In addition, there is a section of library statistics, showing data on the use, resources, and financial condition of Florida's libraries. The first section consists of listings for Florida Division of Library and Information Services library organizations, councils, and associations. The second Section is a directory of libraries, with listings divided by public libraries, academic libraries, institutional libraries, and school library media supervisors. The third section consists of a narrative statistical summary of public library data compiled from forms distributed to public libraries in October, 1997, as well as selected historical data. Eighty-six public library administrative units reported. The Fourth section consists of public library data tables on population served (by county); access to library service -- number of outlets, square feet, and Sunday hours; staff -- full-time equivalents and salaries and benefits; operating income and expenditures -- total and percent by source and category, per capita, and capital outlay; collection; library use, and public library cooperatives -- fiscal and use data. Indexes of personnel and libraries arranged by county are included. (DLS)

ED 422 028 IR 057 153

Kroe, Elaine
State Library Agencies Data FY 1996. On Disk. Diskette .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- ort contains numerous suggestions and recommendations based on the study's findings. Appendices contain the ques,ort contains numerous suggestions and recommendations based on the study's findings. Appendices contain the ques
DESCRIPTORS- Information Services; *Libraries; Library Networks; Library Services; *Library Statistics; *Library Surveys; *National Surveys; *State Agencies; Statistical Data; Tables (Data)

The State Library Agencies (STLA) Survey is conducted annually and is the product of a cooperative effort between the Chief Officers of State Library Agencies (COSLA), the U.S. National Commission on Libraries and Information Science (NCLIS), and the National Center for Education Statistics (NCES). The Survey provides state and federal policymakers, researchers, and other interested users with descriptive information about state library agencies in the 50 states and the District of Columbia for fiscal year 1996. The survey collects data on 462 items, including governance, public service hours, number and types of service outlets, type and size of collections, library service transactions and development transactions, support of electronic information networks, allied operations, staff, and income and expenditures. Data are also collected on STLA services to public, academic, school and special libraries, and to library systems. The data items and definitions are provided in the survey facsimile at the end of the data base documentation. (AEF)

ED 422 029 IR 057 154

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adult Education; Adult Programs; *Canada Natives; Career Education; Career Planning; *College Preparation; Community Education; Dropout Programs; Educational Research; *Employment Programs; Foreign Countries; High Risk Students; *High School Equivalency Programs; *Job Training; Models; Post High School Guidance; Postsecondary Education; School Counseling
IDENTIFIERS- *Manitoba

A case study was conducted of the Peguis Adult High School program (PAHS), a community-based adult education in a Manitoba First Nation community for repeat dropouts and students who did not fit into regular high school. A literature review of the historical relationship between federal/provincial governments and First Nation communities examined effects of government policy on programming and funding for aboriginal people. During a 3-week probation, 31 selected students attended a study skills workshop, group counseling sessions, and conference on Native Awareness and Traditional Values; 21 were chosen for program admission. PAHS upgraded students' skills to the entry levels postsecondary institutions required. Individualized instruction was emphasized; course content was organized into modules that allowed students to take only those necessary to pursue their occupational goals. Counseling, self-directed job search, and information on career building and resume writing were provided. Five students participated in a post-program interview; four believed course content was only partly relevant to them; three did not believe the program had long-lasting effects on their lives; and all implied a lack of communication between them and instructors. Findings were used to develop a model of an internally controlled employment and training program with four phases: collecting data; compiling data and reporting; planning and development; and implementation, evaluation, and follow up. (Contains 65 references.) (YLB)

ED 421 614 CE 076 570

Masri, Munther W.
Vocational Education and the Changing Demand of the World of Work.
PUB DATE- 98
NOTE- 22p.; Keynote address presented at the UNESCO-UNEVOC International Conference, "Vocational Education in the Asia-Pacific Region" (Adelaide, Australia, March 25-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Finance; Educational Needs; Educational Planning; Foreign Countries; Human Capital; *Human Resources; *Job Training; Labor Force Development; *Labor Needs; Labor Supply; Needs Assessment; On the Job Training; Postsecondary Education; Program Implementation; *Role of Education; Secondary Education; *Vocational Education

The role of vocational education and training (VET) in the context of the dynamic and changing demands of the world of work is explored through a more comprehensive approach to the overall system of human resources development (HRD). HRD is the concern of both educationists and economists. To an educationist, HRD should first be human and then professional. An economist would emphasize the need for as accurate a matching of supply and demand in educational and labor market pertaining to study 5: World Health Organization definition of health underpinning the action research; checklist to measure student attitudes; and notes regarding planning and organizing various action research activities. The bibliography contains 563 references.) (MN)

ED 421 632 CE 076 872

Cooperative Education in New Mexico.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Education; Demography; Higher Education; *Job Placement; Program Development; Program Implementation; *State Programs; Statewide Planning; *Student Placement
IDENTIFIERS- *New Mexico

In 1988, the State Legislature created the New Mexico Cooperative Program to develop and expand cooperative education (co-op) programs. The Commission on Higher Education (CHE) was designated to help institutions establish and expand programs and collect information. For reporting purposes, CHE required that, in order to be considered co-op, work placements must be degree/career related, paid employment, and formalized with a written agreement. During fiscal year (FY) 96-97, 1,816 co-op placements were reported: a majority continued to be male students, with 1,132 males placed as compared to 683 females; 59 placements were American Indian; 33 were Asian; 20 were Black; 685 were Hispanic; 945 were White; and 74 were of unknown ethnicity. In FY 96-97, 2,325 students were registered with co-op programs, and 1,313 students participated in co-op at the postsecondary level. Co-op students were placed with 743 businesses: 1,518 placements were made with 606 businesses in New Mexico and 298 placements were made with 137 out-of-state businesses. The number and percentage of in-state placements continued to increase each year. Nineteen postsecondary institutions (6 universities and 13 branch and community colleges) in New Mexico operated formal co-op programs, as compared to 21 institutions last year. Co-op students worked an estimated 600,369 hours. Estimated total taxable earnings were $5,593,197. The Working to Learn Program completed its third year of existence and continued to grow. (YLB)

ED 421 633 CE 076 875

Scanlon, David; Mellard, Daryl F.; Garrison, Steven; Lancaster, Sean; Mellard, Jessica; Rausch, Trena
What We Know about Literacy Practices for Adults with Learning Disabilities: A Review of Published Research.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Learning; *Adult Literacy; Adult Programs; *Adult Students; Beginning Reading; Classroom Techniques; College Programs; Community Education; *Educational Practices; Educational Research; Educational Trends; Higher Education; Intervention; *Learning Disabilities; *Literacy Education; Literature

*Integrated Curriculum; Learning Activities; Mathematics Skills; Medical Assistants; Nurses Aides; Physical Education; Postsecondary Education; Science Process Skills; Social Studies; *Standards; Teaching Guides
IDENTIFIERS- Missouri

This publication consists of the main and mini reports for Missouri's Show-Me Standards and vocational education competencies for health occupations. This database documents the common ground between academic skills and vocational competencies. Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database. Both reports begin with terms and definitions, competency lists available, and table of contents to activities available in all areas. The main report then provides the cross reference to the show-me standards for the following: dental aide; health care assistant; and nurse assistant/aide. The duty band and task statement are correlated to knowledge and performance as well as academic skills: math, communication arts, science, social studies, health/physical education, and fine arts. All are identified by letters and/or numbers. The mini report's cross-reference to Show-Me Standards uses words in its correlation of duty bands and task statements to knowledge (content) and performance (goals). Duty bands, task statements, knowledge, and performance are presented in statement format. (YLB)

ED 421 650 CE 076 903

Industrial Education. Missouri's Show-Me Standards and Vocational Education Competencies. Cross Reference. Main Report. Mini Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 2682p.
LANGUAGE- English
EDRS Price- MF24 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Air Conditioning; Auto Body Repairers; Auto Mechanics; *Basic Skills; Building Operation; Cabinetmaking; Carpentry; Commercial Art; Competence; Competency Based Education; Cooking Instruction; Cosmetology; Drafting; Electricians; Equipment Maintenance; Fine Arts; Health Education; Heating; High Schools; *Industrial Education; *Integrated Curriculum; Learning Activities; Machine Tools; Mathematics Skills; Physical Education; Plumbing; Postsecondary Education; Printing; Refrigeration; Science Process Skills; Small Engine Mechanics; Social Studies; *Standards; Teaching Guides; Welding
IDENTIFIERS- Missouri

This publication consists of the main and mini reports for Missouri's Show-Me Standards and vocational education competencies for industrial education. This database documents the common ground between academic skills and vocational competencies. Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database. Both reports begin with terms and definitions, competency lists available, and table of contents to activities available in all areas. The main report then provides the cross reference to the show-me standards for the following: air recognition are included in part 4 along with a list of names and addresses of State Career Guidance Supervisors. (EMK)

ED 421 667 CG 028 546

Bechtel, Ashleah
Kohlberg's Moral Development Model: Cohort Influences on Validity.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Interviews; *Moral Development; Validity; Value Judgment
IDENTIFIERS- *Kohlberg (Lawrence)

An overview of Kohlberg's theory of moral development is presented; three interviews regarding the theory are reported, and the author's own moral development is compared to the model; finally, a critique of the theory is addressed along with recommendations for future enhancement. Lawrence Kohlberg's model of moral development, also referred to as moral reasoning theory, is outlined. Three phases of moral development are listed with the six stages and their developmental significance. In order to validate or invalidate the Kohlbergian theory of moral development, the author surveyed three individuals whose demographics span the spectrum of gender, race, socioeconomic status, and life experiences. Interviewees were asked to place statements derived from the theory in order and provide examples of their own moral development. They also responded to several additional questions. A synopsis of each interview is presented. Findings suggest that there is definitely a launching point for moral reasoning, but the progression is not always linear or uniform. Additional findings and future directions are discussed. The interview questions are appended. (EMK)

ED 421 668 CG 028 559

Lawrence, Barbara J.; Gardner, John
A Developmental State Model for Portfolios: Combining Student Planning and Documentation of Accomplishments.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Guidance; College Preparation; Daily Living Skills; *Education Work Relationship; High Schools; Higher Education; Models; *Portfolio Assessment; Student Educational Objectives
IDENTIFIERS- Utah

This portfolio project reports on an effort to help Utah school districts prepare students for a smooth and successful transition out of high school and into post-secondary education or the workplace. Through the project, three important school processes were identified: (1) career guidance; (2) long-term planning and goal-setting; and (3) maintenance of related student work in a portfolio system. Based on information collected through the project, a model was developed and disseminated as an information resource to Utah educators. Components of this model include training students to make decisions and set goals for academic success from elementary school to high school through Student Educational Planning and

Systems," discusses economic systems, games and sports, and the Accelerated Reader program. The paper concludes that a cybernetic understanding of human systems in general, and specifically of educational systems, can provide important insights that hold out the possibility of improvement. (RS)

ED 421 686 CS 013 252

Paul, Terrance; Swanson, Scott; Zhang, Wenyuan; Hehenberger, Lance
Learning Information System Effects on Reading, Language Arts, Math, Science, and Social Studies.
PUB DATE- 97
NOTE- 19p.; Accelerated Reader is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; Elementary Education; *Language Arts; *Mathematics Instruction; *Reading Achievement; *Reading Instruction; Reading Programs; Reading Research; *Science Instruction; *Social Studies
IDENTIFIERS- *Accelerated Reader Program; Tennessee

Scores for five subjects (Reading, Language Arts, Mathematics, Science, and Social Studies in grades 2 through 8) from the Tennessee Comprehensive Assessment Program were analyzed for several hundred Tennessee grade schools. Schools which owned the Accelerated Reader learning information system (a computer program which allows teachers to monitor and manage student literature-based reading) were compared with schools that had not purchased AR. Schools that owned AR outperformed others in all grades and subjects. (Contains five figures and five tables of data; an appendix contains a brief introduction to the Accelerated Reader.) (Author/RS)

ED 421 687 CS 013 253

Toward a Balanced Approach to Reading Motivation: Resolving the Intrinsic-Extrinsic Rewards Debate. Report.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Incentives; Reading Attitudes; Reading Improvement; *Reading Instruction; *Reading Motivation; *Self Motivation; Student Attitudes; *Student Motivation
IDENTIFIERS- *Accelerated Reader Program

This concise report explores the issue of student reading motivation, and relates it to the use of the Accelerated Reader (AR) reading management program. The report discusses issues of extrinsic versus intrinsic motivation, and notes that the points students earn for taking Accelerated Reader tests are not extrinsic rewards but simply a quantitative measure of reading practice. It outlines research on motivation which concludes that extrinsic motivators, rather than extinguishing intrinsic motivation, can actually enhance it. Further, it cautions against favoring intrinsic motivation, which can put children from non-mainstream cultural groups at a disadvantage. The report concludes by noting that the use of extrinsic rewards is not an essential part of AR, which provides learning information, but that this learning information can serve as culture, its history, language, customs, and arts. The third section of the course sequence moved the work into a more professional rhetoric utilizing multimedia classrooms--using computers, PowerPoint graphics software, advanced projector systems, sound applications, and cameras. The students create a new series of documents and speeches to better perform in and inform their complex world. Students in all of the classes created portfolios, which could be termed analogies of self, by combining oral and written presentations, along with journals and self-evaluations, and chronological sets of inventions through to drafts. (CR)

ED 421 707 CS 216 416

Goodburn, Amy
Lettered Resistance at the Genoa Indian School, Genoa, Nebraska (1884-1934).
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; *Boarding Schools; *Cultural Context; Elementary Secondary Education; *Ethnic Discrimination; *Letters (Correspondence); Racial Bias; Student Attitudes; *Student School Relationship; United States History
IDENTIFIERS- Cultural Studies; Nebraska; *Writing Contexts

Little attention has been paid to students' specific literacy practices within Indian boarding schools. This paper examines the letter writing practices of students from the Genoa Industrial Indian School (GIS) in Genoa, Nebraska, from 1884-1934. The paper "reads" the letters as social spaces where cultures meet, clash, and grapple with each other, pointing out that the letters were often used by school administrators to promote public awareness about Indian education and to construct and disseminate public images of Native American identity. Students' letters home were read by GIS teachers before they were sent to ensure that negative representations of the school would not be circulated, but sometimes the letters were used in "nonsanctioned" ways--to criticize the school's administrative practices, for example. To preserve the school's history, some Genoa citizens created brochures, renovated the remaining building into a museum, and held an annual reunion for former GIS students and their descendants. In 1991, letters solicited from former students about their experiences were collected in a yearbook and distributed to reunion participants. The town newspaper printed two contemporary letters written between a former GIS student and his white boyhood friend, and that, just as the long ago letters represent a contact zone, these letters function as a contemporary contact zone as these individuals participate in a public dialogue that seeks to work out representations of the school's history. Paragraphs from two early letters and "Rules for Letter-Writing" (1917) are appended. (Contains 28 references.) (CR)

ED 421 708 CS 216 420

Lovejoy, Kim Brian

Furthermore, penalties for students can be severe: a plagiarist may be branded guilty of academic misconduct and dismissed from the university. But a closer look reveals that the reaction to plagiarism often depends on the plagiarist's status. Within the classroom plagiarism cases are often handled situationally, after first attempting to determine the moral basis of the action, whether it was prompted by malice or ignorance. But how plagiarism is defined in the work of faculty and administrators became central in two separate instances which occurred in a university English department. One case involved a tenure decision in which the candidate presented myriad examples of uncited work, words, and ideas readily found in the literature dealing with her subject. The second case involved a candidate for a position, who during her presentation to the faculty peppered her talk with private, sensitive data obtained surreptitiously. The final decision was to disassociate with both candidates, but the process was convoluted. A faculty poll a year later revealed that tolerance of plagiarism was less accepted and more stringently disapproved with the increasing status of the violator. For example, 90% of the faculty respondents made no distinction between plagiarism at the undergraduate and professional level; 97% indicated an administrator had no right to use someone else's information without citation. (Faculty questionnaire is attached.) (NKA)

ED 421 726 CS 216 471

Perrin, Noel
A Child's Delight.
PUB DATE- 97
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adolescent Literature; Authors; Book Reviews; *Childhood Interests; *Childrens Literature; Classics (Literature); *Fiction; Literary Criticism; Literature Appreciation; Reading Interests; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Childrens Preferences

The essays in this collection are about neglected classics of children's fiction. The essays first appeared in the "Washington Post" and the "Los Angeles Times." With a scope limited to those works (mostly from the 20th-century) already overlooked or in danger of slipping from view, the 30 essays lead the reader through a wide spectrum of fiction, ranging from stories for the very youngest listeners to nuanced novels for the adolescent reader. The essays deal with fiction which responds to many childhood interests: dolls and their houses; animals of varied talents and personalities; travels through time and space; romances promised, sometimes failed, sometimes realized; castles and battling warriors; magic of familiar as well as alien worlds; and historical bits woven into stories. Authors were chosen because they know how to make a story work for children and they know what it feels like to be a child in an adult world. Some of the authors whose fiction is represented are: Richard Adams, Arthur Conan Doyle, Wanda Gag, Rumer Godden, Anne Lindbergh, Hugh Lofting, Ernest Thompson Seton, Margery Sharp, Noel Streatfield, Ursula K. LeGuin, E. Nesbit, Robert Lawson, and Nathaniel Hawthorne. (NKA)

ED 421 727 CS 509 862

Byers, Peggy Yuhas

IDENTIFIERS- Illinois

This text consists of numerous statutes selected by the Illinois Association of School Boards' staff for their relevance to public school governance and administration. The publication covers legislation enacted as of January 1, 1998, and includes a myriad of education-related topics. The bulk of the text focuses on schools themselves, featuring such topics as school buildings, boards of education, elections, districts, gifted children, children with disabilities, common school lands, gifts, revenue bonds, teacher certification, school board associations, special charter districts, the Silent Reflection Act, fraternities and sororities, the School Student Records Act, and the Homeless Children Act. Other areas that are addressed include health and safety, finances and reforms, educational enhancement, adult and vocational education, the Adult Education Act, validation acts, educational labor relations, general provisions, elections, bonds and debt, property taxes, pensions, interstate compacts, local government, purchases and contracts, records, the courts, corrections, civil liabilities, civil immunities, families, employment, and wages and hours. (Contains an index and a user's guide to the index.) (RJM)

ED 421 746 EA 029 134

Lane, Kenneth E., Ed.; Richardson, Michael D., Ed.; Van Berkum, Dennis W., Ed.

The School Safety Handbook: Taking Action for Student and Staff Protection.

PUB DATE- 96
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bullying; Compliance (Legal); *Crime Prevention; Educational Environment; Elementary Secondary Education; School Law; *School Safety; *School Security; Student Rights; Violence

This collection of essays describes how communities can make their schools safe. The text is divided into four parts: "Roots of Violence"; "Legal Issues"; "Strategies for Making Schools Safe"; and "Conclusions and Recommendations." The chapters in part 1 include the following: "The Impact of Violence in Schools" (Donald F. DeMoulin); "Psychological Aspects of Safe Schools" (Robert Nielsen); "Bullying: Concerns for School Administrators (John H. Hoover, Ronald Oliver); "School Violence: Everybody's Problem" (Paul M. Kingery); and "Outside Agitators" (William McFarlin, Murdell Walker McFarlin). Chapters in part 2 include the following: "A Dilemma: Dress Codes, Safety and Discrimination" (Kenneth E. Lane, Michael D. Richardson, Dennis W. Van Berkum, Stanley L. Swartz); "Sexual Harassment in the Schools: A Safety and Liability Issue for All Administrators" (Sandra Simpson); "The Politics of 'Zero Tolerance' Legislation in Michigan Public Schools: Origins, Implementation and Consequences" (Beverley B. Geltner, John S. Gooden); and "Creating Safe Schools: Policies and Practices" (Marilyn L. Grady). Chapters in part 3 include the following: "Creating and Keeping Safe Schools: The Roles of Parents and Community" (Carolyn L. Wanat); "The Involvement of Community Agencies in the Development of Safe Schools" (Harbison Pool, Douglas W. Pool); "School-Based Intervention:

The Leaders for Change Award was established in 1994 to recognize and honor outstanding, long-term corporate commitment to education reform, from preschool through graduate school. A profile of the co-winners of the 1997 award--Chase Manhattan Bank's "Chase Active Learning Program (CAL)" and United Technologies Corporation's "Connecticut Pre-Engineering Program (CPEP)," along with descriptions of eight other programs--are presented. CAL is New York City's largest middle-school reform program. It seeks to improve the learning process by helping middle-school teachers and students create engaging, interdisciplinary projects that link schoolwork to real life. In 1997 the program was expanded to 42 schools in 10 communities nationwide. United Technologies' CPEP is designed to identify and prepare underrepresented minority and female students, with particularly strong academic promise, for careers in mathematics, the sciences, and engineering. CPEP provides more than 3,600 students statewide, from grades 6 through high school, with a strong foundation in math, science, and English. Eight other companies were also recognized for their commitment to education. A description of their programs, which range from fellowships in academic medicine for minority students to youth job programs, is also presented. (RJM)

ED 421 766 EA 029 159

McColskey, Wendy; Mikow-Porto, Vicky; Bingham, Steve
Reflecting on Progress: Site-Based Management and School Improvement in North Carolina. R&D. Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decentralization; Educational Environment; *Educational Improvement; *Educational Legislation; Educational Policy; Elementary Secondary Education; Longitudinal Studies; *School Based Management; School Law; School Restructuring; *State Legislation
IDENTIFIERS- *North Carolina

North Carolina has been active in its legislative support of site-based management since 1989. A study of the impact of such legislation and how participatory management at the school level has influenced the state's education system is presented. The report is based on data collected for the Task Force on Site-Based Management, which was created by North Carolina's General Assembly. Surveys and focus groups, involving more than 1,100 teachers, principals, and PTA presidents, were conducted over a 2-year period to better understand the perspectives of those in local districts affected by state policies. The text examines whether site-based management is taking hold, whether it is easy for a school to move to collective responsibility, and what elements successful sites have in common, along with shared features evident in less-successful sites. The study presents the state policy context in North Carolina and relates what has been learned about implementing site-based management. The results are presented under the categories of perceptions of effectiveness, perceptions of implementation issues, decision-making power, and other areas of interest. The volume closes with an overview of how schools can get started with site-based management so that all staff are involved. (RJM)

ED 421 767 EA 029 161

Rugg, Carol D.
Joining Forces: Communities and Schools Working Together for a Change. A Special Report.
PUB DATE- 94
NOTE- 40p.; Reprinted from the 1993 Annual Report of the Charles Stewart Mott Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Education; *Cooperative Programs; Educational Improvement; Elementary Secondary Education; Parent Participation; *Partnerships in Education; *Philanthropic Foundations; Poverty Areas; Preschool Education; *School Community Programs; School Readiness
IDENTIFIERS- Flint Public Schools MI; Jefferson County Public Schools KY; Kentucky (Louisville); Michigan (Flint); New York City Board of Education; New York (New York)

School and community partnerships form the very core of the Mott Foundation, as seen in its founding principles and its varied Civil Society, Flint, and Poverty programs. Although community education has evolved over the years to address increasingly serious problems, the work of today's community organizers is deeply rooted in past theories: school buildings belong to the people, can be utilized 7 days a week to serve community needs, and can be at the forefront of partnership development; local leaders are responsible for developing an agenda to meet all citizens' needs; the entire community must be held accountable for this agenda; and people must be part of an educative society to become self-reliant. The new emphasis is on equal community/school involvement. Schools and communities are working together to solve tough problems, as demonstrated by Louisville, Kentucky's Cradle School program addressing parenting skills, child development, and school readiness. Experiences of the Rheedlen Centers for Children and Families and the Children's Aid Society in New York City schools illustrate inherent difficulties in initiating community-school partnerships. The two agencies have arrayed a host of activities and services in neighborhood schools to meet the needs of nearby residents. (MLH)

ED 421 786 EA 029 199

Blount, Jackie M.
Destined To Rule the Schools: Women and the Superintendency, 1873-1995.
PUB DATE- 98
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Equal Opportunities (Jobs); *School Administration; Sex Discrimination; *Superintendents; *Teaching (Occupation); *Women Administrators
IDENTIFIERS- Single Females; Womens Suffrage; *Young (Ella Flagg)

This volume tells the story of women and school leadership in America from the common school era to the present, revealing how teaching became women's work and the school superintendency, men's. It also explores how this gendered division of roles and power has been maintained over the years.

ED 421 805 EC 306 560

Smith, Sylvia Barrus
An Examination of the Efficacy and the Efficiency of Phonological Awareness Instruction for Prereaders At-Risk of Reading Failure. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 172p.; Ph.D. Dissertation, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Decoding (Reading); Early Intervention; High Risk Students; *Instructional Effectiveness; Kindergarten; Phonemes; *Phonology; Primary Education; *Reading Difficulties; *Reading Readiness; Small Group Instruction; Teaching Methods
IDENTIFIERS- *Phonological Awareness

This study evaluated the effectiveness of phonological awareness instruction with 61 kindergarten children in two schools who had been identified as low in phonological awareness. The children received either: (1) instruction at the phoneme level only, (2) instruction at the onset-rime level before instruction at the phoneme level, or (3) no intervention. Fourteen additional participants in a non-equivalent condition received a subset of tests. The interventions were delivered in 15-minute sessions, four times per week for nine weeks, in groups of three to four children. Group results were compared with pre/post and slope analyses. Children in the experimental groups performed reliably better on phonemic segmentation fluency, onset recognition fluency, and blending at posttest than children in control groups. No reliable differences between groups were found on phonological awareness measures that required generalization or on rapid retrieval on alphabetic understanding measures. Instruction at the phoneme and onset-rime levels were equally effective and efficient. (Contains 92 references.) (DB)

ED 421 806 EC 306 561

Goessling, Deborah Peters
The Invisible Elves of the Inclusive School - Paraprofessionals.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Disabilities; Elementary Secondary Education; Ethnography; *Inclusive Schools; Individualized Education Programs; Interviews; *Paraprofessional School Personnel; Participative Decision Making; Qualitative Research; *Staff Role; Teamwork; *Training
IDENTIFIERS- *Maine

This microethnographic study examined the perspectives of paraprofessionals assisting students with disabilities in inclusive educational settings. Extensive open-ended individual interviews were conducted with 10 educational technicians from 10 different schools in Maine. Demographic data on

Kaye, H. Stephen
Is the Status of People with Disabilities Improving?
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Disabilities; Disability Discrimination; *Employment Statistics; *Income; National Surveys; *Social Life; *Well Being
IDENTIFIERS- Americans with Disabilities Act 1990

This report discusses the findings of national surveys that show little evidence of improvement in the economic well-being of Americans with disabilities. Positive and negative findings include: (1) the labor force participation rate for people with disabilities aged 18-64 remained more or less constant, at about 52 percent between 1990 and 1994; (2) the employment rate of people aged 16-64 with work disabilities was also steady at 28 or 29 percent for 1990-1995; (3) four-fifths of employers polled said that they had made accommodations for workers with disabilities, up from 51 percent in 1986; (4) people aged 21-64 with severe functional limitations had an employment rate of 27.6 percent in late 1991 and that rate had risen to 32.2 percent by late 1994; (5) earnings remain significantly lower for workers with disabilities than typical workers; (6) in 1989, 28.9 percent of working-age adults limited in their ability to work lived in poverty and in 1994 the poverty rate was 30 percent; (7) 75 percent of people with disabilities polled said access to buildings has improved since the passage of the Americans with Disabilities Act; and (8) findings indicate that the social participation of people with disabilities remains low. (CR)

ED 421 825 EC 306 585

Vickery, Leah J.; McClure, Michael D.
The 4 P's of Accessibility in Post-Secondary Education: Philosophy, Policy, Procedures and Programs.
PUB DATE- 98
NOTE- 5p.; Paper presented at the California State University-Northridge Annual Meeting (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Athletics; *College Buildings; *College Environment; *College Planning; Computer Uses in Education; *Disabilities; Hearing Impairments; Higher Education; Literacy; Visual Impairments
IDENTIFIERS- *Ball State University IN

This paper describes how Ball State University in Indiana provides accommodations for individuals with disabilities, including faculty, staff and students. The university's history of providing accommodations is traced from the 1920s, when members of the football team carried a student using a wheelchair up stairways to attend classes, through the 1960s when curb cuts on campus sidewalks were made, followed by the 1970s building renovation and program accessibility, and the distances with their fathers and mothers. (Contains 23 references.) (CR)

ED 421 843 EC 306 614

Butterworth, John, Ed.; Fesko, Shelia, Ed.
Conversion to Integrated Employment: Case Studies of Organizational Change. Volume 1.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Case Studies; Change Strategies; Community Programs; Development; *Disabilities; *Employment Services; Interviews; Job Placement; *Organizational Change; *Supported Employment; Vocational Rehabilitation
IDENTIFIERS- *Bonney Enterprises OR; Independence Association MA

This report presents three case studies that are part of a larger study of six organizations which have closed a sheltered workshop or a nonwork, segregated program and replaced them with integrated employment or other integrated, community-based activities for individuals with disabilities. The three organizations reported on are Bonney Enterprises in Corvallis, Oregon; United Cerebral Palsy Association of the Capitol Area in Austin, Texas; and Independence Association in Brunswick, Maine. To assist other organizations interested in pursing a similar goal, the study examined the process of organizational change and the internal and external factors that influence it. Site visits were conducted over a period of two days with each organization, during which key players in the conversion process and representatives of the major constituencies affected by the change were interviewed. The case studies indicate that the decision to close a facility-based program required courage and a willingness to take concrete and often risky steps toward these goals. Some of the themes emerging from these successful organizations have been a value base that prioritizes community employment, a willingness to take risks, and the evidence of clear substantial decision points in the conversion process. (CR)

ED 421 844 EC 306 615

Whitney-Thomas, Jean; Timmons, Jaimie Ciulla; Thomas, Dawna M.; Gilmore, Dana Scott; Fesko, Sheila Lynch
Changes in Vocational Rehabilitation Practice since the 1992 Rehabilitation Act Amendments.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Administrator Attitudes; Adults; Advocacy; *Counselor Attitudes; Cultural Differences; *Disabilities; Employment Services; *Federal Legislation; National Surveys; *Organizational Change; Racial Differences; Resistance to Change; Severity (of Disability); *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act Amendments 1992

Using both quantitative and qualitative research methods, contrasts are drawn between students' identified approaches to learning English and their preferred approaches and styles. Results indicate that there was not one characteristic learning style attributable to the sample, but there were certain tendencies and significant variation across regions. It is concluded that given individual and group differences and variation in learning conditions, teachers should assess learners' styles and approaches, paying attention to students' socioeconomic background, previous education, and sociocultural orientation. Contains 15 references. (MSE)

ED 421 863   FL 025 363

Hornberger, Nancy H.; Skilton-Sylvester, Ellen
Revisiting the Continua of Biliteracy: International and Critical Perspectives.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cambodians; Comparative Analysis; Contrastive Linguistics; *Educational Policy; Foreign Countries; Immigrants; Language Research; *Language Role; Language Usage; *Linguistic Theory; *Literacy; Literacy Education; Models; Puerto Ricans; Second Language Instruction
IDENTIFIERS- *Biliteracy; Bolivia; Brazil; Ecuador; Pennsylvania (Philadelphia); Peru

The continua model of bilteracy offers a framework in which to situate research,teaching, and language planning in linguistically diverse settings. Using this model, and citing examples of Cambodian and Puerto Rican students in Philadelphia's public schools as illustrative of the challenge facing American educators, this paper suggests that the more their learning contexts allow learners to draw on all points of the continua, the greater are the chances for their full biliterate development. The paper revisits the continua model from the perspective of several international cases of educational policy and practice in linguistically diverse settings--Brazil, Peru, Ecuador, and Bolivia, and from a critical perspective which seeks to make explicit the power relationships which define bi(multi)literacies in these contexts. Building from these perspectives and from continuing research in Philadelphia's Cambodian and Puerto Rican communities, the paper proposes an expanded continua model which takes into account not only biliterate contexts, media, and development, but also, crucially, the content of biliteracy. The paper concludes with comments on how the insights of the continua model of biliteracy can contribute to the understanding not only of diverse classrooms, but also of all classrooms. (Contains 55 references.) (Author/MSE)

ED 421 864   FL 025 364

Silva-Corvalan, Carmen
Language Contact and Change: Spanish in Los Angeles.
PUB DATE- 94
NOTE- 269p.
LANGUAGE- English

several non-exact ways than to mention them exactly. Non-exact reference appears to have several different functions in these presentations, notably to highlight significant data for the audience. It is suggested that it is also used to convert evidential truth into interpreted truth. The former function is probably more common in the presentation of original research, and the latter in overview-type presentations. In this sample, younger doctors used more unsignalled approximation than their older peers, who in turn used more non-numeric reference (e.g., quantifiers such as "a large number"). To some extent, these differences reflect the type of presentation given, but they may also be associated with the experience of the speaker. Contains 15 references. (Author/MSE)

ED 421 885 FL 025 389

Iwamoto, Noriko
Modality and Point of View: A Contrastive Analysis of Japanese Wartime and Peacetime Newspaper Discourse.
PUB DATE- 98
NOTE- 27p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Comparative Analysis; Cultural Traits; Discourse Analysis; Foreign Countries; Ideology; *Japanese; Language Patterns; Language Research; *Language Styles; Linguistic Theory; *News Reporting; *Newspapers; *Peace; *War
IDENTIFIERS- *Japan; Registers (Linguistics)

A study demonstrates the existence of a wartime register in Japanese newspaper journalism and characterizes its major linguistic and stylistic features. Special emphasis is placed on the aspect of modality as related to point of view. Modality expresses the mode within which the propositional content of a sentence is presented as certain, reliable, or authoritative, and it functions to regulate interpersonal relations in a language community. Point of view indicates a particular way of conceptualizing and refers to world-view or ideology. In relation to, or as a part of, modal functions, these issues are considered: point of view; certainty and probability; deontic and epistemic modality; and the use of classical style. To demonstrate the special features of modality in the wartime register, a diachronic comparison is made with texts from peacetime discourse. Contains 36 references. (Author/MSE)

ED 421 886 FL 025 390

Lynch, Tony
Classroom Transcripts and "Noticing" in Teacher Education.
PUB DATE- 98
NOTE- 12p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; *English for Academic Purposes; *English (Second Language); Error Correction; Group Dynamics; Higher Education; *Language Patterns; Language Research; Linguistic Theory; Native Speakers; Second Language Instruction; Teacher Student Relationship

This study investigated the differences in language patterns in classroom conversations between university students of English

NOTE- 4p.; Extracted from "The Condition of Education, 1997"; see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Business Education; Computer Science; Degrees (Academic); Doctoral Degrees; Education; Engineering; *Graduate Study; Higher Education; Humanities; Masters Degrees; Medical Education; Natural Sciences; Nontraditional Occupations; Sex Differences; Social Sciences; Tables (Data)

Changing job market opportunities affect the fields in which males and females choose to earn a graduate degree. This report examines disparities in field choices of the sexes. Highlighted are the following: (1) in 1994 substantially more females than males earned graduate degrees in education and the health professions; males earned a higher proportion of degrees in natural sciences, computer sciences and engineering, and business management; (2) although differences in the proportion of the sexes earning master's degrees in business management narrowed between 1971 and the mid-1980s, males were still twice as likely to earn a master's degree in business management in 1994; (3) differences in the proportions of males and females earning master's degrees in computer sciences and engineering narrowed each year between 1970 and 1986; however, since 1986 the proportion of males has stayed constant at five times that of females; (4) while a higher percentage of males earned master's degrees in the social and behavioral sciences between 1971 and 1983, a higher percentage of females earned these degrees between 1984 and 1994; and (5) since 1971 females have been consistently more likely to earn a doctoral degree in the social and behavioral sciences. Degrees awarded by selected fields are tabulated for the years between 1971-94. (MAB)

ED 421 907 HE 031 428

Hutcheson, Polly, Ed.
Cooperative Education: Institutional Profiles of Integrated Learning. NCCE Executive Summary Series, No. 1.
PUB DATE- 98
NOTE- 35p.; Prepared for the Executive Forum for Higher Education and Business Leaders: Partners in Integrating Learning and Work for 21st Century Graduates (Washington, DC, May, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Cooperative Education; Cooperative Programs; Curriculum Development; *Education Work Relationship; Experiential Learning; High School Students; Higher Education; *Integrated Learning Systems; Outreach Programs; Practicums; Program Descriptions; Relevance (Education); *School Business Relationship; Work Experience; *Work Experience Programs

This is the first of a series of National Commission for Cooperative Education (NCCE) publications for college and business leaders that will address issues related to postsecondary cooperative education (CE) and workforce development through the integration of work and learning. This document highlights the various strategies used to relate co-op work experience to students' academic programs by profiling the 25 colleges and universities that are the initial members of the NCCE Corporate Partner Program. Each profile includes a

Time Freshmen, and enrollment trend data. (DB)

ED 421 926 HE 031 447

Gray, Maryann J.; Ondaatje, Elizabeth H.; Fricker, Ronald; Campbell, Nancy; Rosenblatt, Kathy; Geschwind, Sandra; Goldman, Charles A.; Kaganoff, Tessa; Robyn, Abby; Sundt, Melora; Vogelgesang, Lori; Klein, Stephen P.
Coupling Service and Learning in Higher Education: The Final Report of the Evaluation of the Learn and Serve America, Higher Education Program.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.
PUB DATE- 98
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Experiential Learning; Extracurricular Activities; Federal Programs; *Higher Education; Program Effectiveness; Program Evaluation; School Community Programs; *School Community Relationship; *Service Learning; Student Development; Student Volunteers
IDENTIFIERS- *Learn and Serve America Higher Education

This report addresses impact of the Learn and Serve America Higher Education (LSAHE) service learning initiatives on communities, higher education institutions, and students, and is based on 3 years (1995-97) of data collection and observation at 27 institutions. LSAHE has awarded grants to higher education institutions and community organizations for the development, expansion, or enhancement of service learning courses or programs. Concerning the work performed by LSAHE programs, the study found staff usually spent more time on capacity building (such as course development) than on direct service activities and that students provided 2,650 hours of service. Concerning LSAHE's impact on student service providers, the report found that participating students reported greater civic participation and better life skills. Concerning LSAHE's impact on service recipients in the community, the study found that community organizations perceived student volunteers to be highly effective. Concerning LSAHE's impact on institutions, the report found that most LSAHE institutions reported expanded service opportunities, integrated service courses, and enhanced community relations. Concerning returns on the LSAHE investment to the community, the report concludes that over the 3 years, the programs produced a total community service value close to the level of program expenditures. Recommendations are offered. Six appendices provide methodology details. (Contains 18 references.)

ED 421 927 HE 031 448

L'enseignement superieur tunisien: Enjeux et avenir (Higher Education in Tunisia: Challenges and Opportunities).
PUB DATE- 98
NOTE- 120p.
LANGUAGE- French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Outcomes Assessment; Comparative Education; Demography; Developing Nations; *Educational Demand; *Educational Supply; Foreign Countries;

identified, including the rapid increase in tuition since 1981; decreases in academic library expenditures; increases in cooperative arrangements; use of more adjunct faculty; and increased privatization of services. Individual chapters address the following topics: (1) the growing pressure to bring costs down; (2) 10 major factors contributing to increases in costs and tuition; (3) training versus education; (4) hard and easy choices for public and private institutions; (5) faculty workload and employment of adjuncts; (6) administrative costs; (7) technology; (8) colleges as marketing gateways for technology vendors; (9) productivity in teaching; (10) partnerships, consortia, and mergers; (11) performance contracting and outsourcing; (12) electric utility deregulation; (13) telecommunications deregulation; (14) nontraditional programs; (15) healthcare reform; and (16) financial management. Appended is a list of related reports. (DB)

ED 421 947 HE 031 485

Forecasting College and University Revenues.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Colleges; *Educational Finance; Higher Education; *Income; Trend Analysis; *Universities
IDENTIFIERS- Financial Analysis

This report examines issues and trends in college and university revenues. An introduction describes the study's organization and identifies data sources. An overview chapter summarizes major findings, including a forecast of college and university revenues from 1997 through 2001; trends in consumer spending on higher education; trends in tuition and fees; state support for higher education; college demographics; endowment and licensing income; and the outlook for revenues by source of revenue. Individual chapters and 60 tables then address in detail the following topics: (1) size of and growth in total revenues; (2) growth of general disposable income and personal education spending; (3) enrollment increases and tuition revenues; (4) tuition prices and the capacity to pay; (5) predictive models for higher education revenues; (6) trends in federal, state, and local government support; and (7) other sources of income (for-profit educational services, distance education, endowments, royalties, and licensing income).(DB)

ED 421 948 HE 031 486

Statistical Summary of Missouri Higher Education, 1997-1998.
PUB DATE- 98
NOTE- 298p.; For the previous year's report, see ED 411 744. For the Postsecondary Education report, see HE 031 487.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Class Rank; College Entrance Examinations; *College Faculty; College Freshmen; College Graduates; *College Preparation; *Degrees (Academic); Educational Trends; Enrollment Trends; *Higher Education; Private Colleges; Public Colleges; Student Costs; Student Financial Aid; Student Mobility; Tables (Data); Transfer Students; Trend Analysis
IDENTIFIERS- American College Testing Program; *Missouri

*Socioeconomic Status; Statistical Analysis; Tables (Data); *Telecommunications; Trend Analysis; Use Studies
IDENTIFIERS- Access to Computers; Access to Technology; *Computer Ownership; Computer Use; *Telephone Usage

Findings of this report indicate that, since an earlier 1994 study, the number of Americans that own computers has increased by over 50% and the number of households using e-mail has quadrupled. Nevertheless, access to the Information Superhighway is still beyond the grasp of many Americans. While the nation-wide telephone penetration rate remains at a relatively high level of 93.8%, some pockets of Americans still have no telephone service. Whites still have a far higher telephone penetration rate (95.9%) than Blacks (86.0%) and Hispanics (86.5%). There are even more disparities in computer ownership and access to online services. Although more Americans now own computers than before, households earning more than $75,000 are approximately seven times as likely to own a computer as those earning between $5,000 and $10,000. White households are still more than twice as likely (40.8%) to own a computer than Black households (19.3%) or Hispanic households (19.4%). These gaps in ownership levels are greater than they were three years ago. Findings underscore the importance of such programs as NTIA's Telecommunications and Information Infrastructure Assistance Program and the E-Rate (a program that will allow schools and libraries to establish Internet connections at discounted rates). Twenty-four charts illustrate statistics. (AEF)

ED 421 969   IR 018 941

Hill, Janette R.; Rezabek, Landra L.; Murry, Brandon
Web-Based Delivery of Instruction: Prospects and Challenges.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Course Evaluation; *Distance Education; Educational Environment; Higher Education; *Instructional Design; Learner Controlled Instruction; *Library Education; Nontraditional Education; Professional Development; School Libraries; Student Attitudes; *World Wide Web
IDENTIFIERS- *Course Development; *Learning Environments; Web Pages

This paper reports outcomes from a development and evaluation effort focused on a specific World Wide Web-based learning environment (WBLE) for school library media specialists (SLMS). Background information is provided explaining how the decision to create a WBLE for the SLMS course was derived. The three main groups contributing to the WBLE process are described, which include course designers/developers, course facilitators, and course participants. Issues associated with the creation and implementation of the WBLE are discussed in the context of two phases. Design/development issues during the first phase (i.e. the design and development phase) included page vs. site design and cross-platform performance; logistical/management issues included ideals vs. reality, site access, and on-site assistance; technological challenges included modems, browsers, and network stability. During the second phase (i.e., implementation and on-going evaluation), design/development subject matter and understands the role(s) of technology-based methods in presenting subject matter and in encouraging and enabling students to explore. Information summarized here reflects published and unpublished sources and direct observation. The report consists of the following chapters: (1) Performance in Basic Skills; (2) Performance in Specific Subjects; (3) Preparation to Become Productive and Informed Citizens; (4) Development of Critical Thinking and Information Evaluation Skills; (5) Benefits of Being Able to Access Information in New Ways; (6) Overall Performance Enhancement; (7) Other Ways in which Technology Makes a Positive Difference. Project results show increased student learning for students with online use. (AEF)

ED 421 988 IR 018 967

Hamm, Barbara
Let's Discover Computers! Ready-To-Use Computer Discovery Lessons & Activities for Grades K-3.
PUB DATE- 97
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Class Activities; *Computer Literacy; Computer Software; Computer Uses in Education; *Lesson Plans; *Microcomputers; Multimedia Instruction; Optical Data Disks; Primary Education
IDENTIFIERS- Computer Components; Computer Use; Windows (Software)

This book in intended to teach computer understanding in a concise, straightforward manner using techniques children like such as storytelling, games, and activities. The 38 stories are divided into three sections: (1) "Meeting the Computer" -- basic computer use and care; (2) "Hardware" -- basic hardware, keyboarding skills, printing, and mouse use; and (3) "Software" -- saving, software care and handling, labels, loading software, CD-ROM, and Windows. No prior knowledge of computers is necessary, and this resource is not specific to any particular brand of computer or list of software titles. Each lesson includes a page to the teacher, containing an outline, lesson objectives, new words, and suggested guided activities. Each lesson also contains a story about a boy named Ryan's adventures in Computerland, where he meets personified pieces of hardware and software; illustrations; and review questions. The stories are designed to be shown on an overhead or opaque projector as they are read aloud by the teacher. The stories are. All of the computer games and activities accompanying the lessons are reproducible and can be photocopied as many times as needed. The publication also contains a glossary of short, factual definitions. (DLS)

ED 421 989 IR 018 968

Distance Education: A Consumer's Guide. What Distance Learners Need To Know.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

practice and management of library programs in the ARL membership. The Flyer is a summary of the status of a current area of interest; it comments on the present situation, reports on the results of the Association of Research Libraries (ARL) membership survey and forecasts future trends. The Kit contains the Flyer and the best representative supporting documentation form the survey, as well as selected readings. The purpose of this particular SPEC survey was to get a more specific sense of the trend in libraries toward the use of team-based reorganization and to study how extensively ARL libraries are either making selective use of teams or reorganizing into team-based organizations. Results are discussed in terms of training, characteristic program features, and effectiveness of teams. Overall, the survey results indicate that while teams are a fast-growing feature of ARL libraries, there remains a reluctance to totally restructure into team-based organizations. (AEF)

ED 422 009   IR 057 133

Brody, Fern E.
Assessing Professional Competencies.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competence; Employment Qualifications; Higher Education; Information Science; *Instructional Development; *Librarians; Library Personnel; *Library Research; Library Role; *Library Science; Professional Personnel; Research Methodology; Trend Analysis

This paper represents the state of the art of research in library science on professional competencies for academic, public and special libraries since 1985. The seminal research study done on librarian competencies was conducted in 1983-86 by King Research. The goal of the study was to identify the type of skills and knowledge that information workers will need in order to be effective in the future. The King study was widely anticipated and became almost as widely dismissed--especially by library educators. In the few years following 1985 researchers sought to replicate the King study's methodology. The overall conclusions of the Murphy and Bailey study were to make LIS courses longer, re-think core curriculum, emphasize communication in a term-long class, and recommend internships and the declaration of specializations. Various stakeholders in the library profession continue to research the issue of competencies, but each from their own standpoint. Later research studies have varied widely as to scope, hypothesis and conclusions. These are reviewed in clusters based on the author's employers, practitioners, students, professional organizations, educators' role in the profession. Appendices present selected study results. (AEF)

ED 422 010   IR 057 134

Chute, Adrienne; Kroe, Elaine; Garner, Patricia; Padgett, Regina
Public Libraries in the United States: FY 1995. E.D. Tabs.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

Wilder, Stanley J.
The Age Demographics of Academic Librarians: A Profession Apart. A Report Based on Data from the ARL Annual Salary Survey.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Comparative Analysis; *Data Analysis; Higher Education; *Librarians; Library Science; *Library Statistics; *Library Surveys; Questionnaires; Statistical Data; Tables (Data)
IDENTIFIERS- *Association of Research Libraries

This study by the Association of Research Libraries (ARL) draws from a variety of data sources, but it is based on two unpublished data sets. These data sets, compiled from ARL's 1990 and 1994 salary surveys, contain basic demographic data, including age, for librarians employed in ARL's 108 university member libraries. The study examines the shape and movement of the age profile of ARL librarians and attempts to identify the factors associated with each. The body of the report is divided into four chapters: (1) "The Age Profile of Librarianship"; (2) "Shape and Movement of the Age Curve"; (3) "Projections for the U.S. ARL Population"; and (4) "Age within the ARL Population." Forty-four figures and tables present statistics. Appendices include data sources, projections and methodology, salary survey form and instructions, and list of ARL member libraries. (AEF)

ED 422 030 IR 057 155

Maxwell, Terrence A., Ed.
Electronic Commerce: Government Services in the New Millennium.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Futures (of Society); *Information Management; Information Networks; Information Processing; Information Sources; *Information Technology; Newsletters; *State Government; *State Programs; Trend Analysis
IDENTIFIERS- Electronic Benefits Transfer; *Electronic Commerce; *New York

This newsletter features innovations in resource management and information technology to support New York State government. The newsletter contains the following six sections: (1) "Electronic Commerce: Government Services in the New Millennium" -- examining the need for government involvement in electronic commerce policy and partnership; (2) "From the Editor"; (3) "IRM Calendar of Events" -- state technology events and educational program announcements for NYSFIRM and NYSARA for the months of September and October, 1998 ; (4) "News from SARA" -- State Archives Celebrates 20th Anniversary, Grants for Records Projects Announced, SHRAB Report Available, and Creative Partnership for Court Records; (5) "Focus on CTG. Second Feature Series: Using Information in Government" -- explains the importance of data quality management; and (6) "Electronic Benefit Transfer System" -- the Office of Temporary and Disability Assistance (OTDA), under a contract with Citibank EBT services, is implementing an Electronic Benefit section briefly compares the advantages and disadvantages of using essays instead of multiple choice exams. Another section explores general rules for constructing multiple choice exams, suggesting 22 things to do and avoid in order to improve test quality. Attention also is paid to the special problems faced in forming pre- and post-test multiple choice exams, specifically for use in the macroeconomics course at Glendale Community College (AZ). Such problems involved in test construction include time constraints, selecting a testing instrument, and choosing question type by cognitive and content categories. (AS)

ED 422 050 JC 980 373

Griffith, Mary
Pueblo Community College, Dual Credit Handbook, 1998-99.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Acceleration (Education); *Access to Education; *Advanced Placement; College Credits; Community Colleges; Guidelines; *High School Students; High Schools; Program Descriptions; Two Year Colleges; Undergraduate Study
IDENTIFIERS- Colorado Community College and Occup Educ System; Pueblo Community College CO

This Dual Credit Handbook from Pueblo Community College (CO) provides information and guidelines to assist instructors in meeting their assignment. These guidelines apply to dual credit courses offered to high school students during their regular school hours, for which students receive high school- and college-level credit simultaneously. This program offers qualified students the opportunity to "jump start" their college careers by earning credits for core academic courses transferable to all Colorado four-year colleges and universities. College courses approved for dual credit are posted on both high school and college transcripts; only junior and senior year students are eligible. Included in the handbook are student/instructor requirements, a course activity guide, policies and procedures regarding registration and grades, personnel directory, divisions, and curricula offerings. Appended are forms, applications, memoranda, and notices related to PCC's dual credit program. (AS)

ED 422 051 JC 980 374

Griffith, Mary
Pueblo Community College Part-Time Instructor Handbook, 1998-99.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Instruction; Community Colleges; Criteria; *Educational Policy; Employment; Guidelines; *Institutional Mission; *Instructional Improvement;

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Antisocial Behavior; At Risk Persons; *Behavior Problems; Change Strategies; Comparative Analysis; Delinquency; *Delinquency Causes; *Delinquency Prevention; *Moral Values; *Parent Child Relationship; Social Attitudes; Social Environment; Social Influences; *Youth Problems

Noting that a majority of adults believe something is fundamentally wrong with America's current moral climate, this booklet presents a framework for discussing the issue of troubled youths. The booklet presents three approaches, or choices, for addressing the problem: greater parental focus on children's needs; social partnerships in responsibility for raising children; and provision of moral discipline by families and social institutions. The issue of seemingly untroubled youths also getting into trouble is raised along with these approaches. Each of these approaches is examined in detail, providing checklists of points in favor and opposing each one. The choices are then compared in a single summary of broad issues and according to their handling of a case study of teenage vandalism. This booklet was prepared in anticipation of a National Issues Forum; the nature and value of these forums is discussed, and a pre-forum ballot is included that surveys readers for their opinions on this issue. (JPB)

ED 422 071 PS 026 696

Viljoen, Sylvia; Steyn, Anna F.
Values Supporting Quality Family Life: An Exploratory Descriptive Study. Report HF/MF-33.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Cultural Differences; Family Attitudes; Family Environment; *Family Life; *Family Relationship; *Family (Sociological Unit); Foreign Countries; Marriage; Moral Values; Nuclear Family; Parent Child Relationship; Racial Differences; Sex Education; Social Differences; *Social Values
IDENTIFIERS- South Africa

This monograph describes an investigation into the family values of colored and white cultural groups in South Africa. Experts in social work and marriage counseling were first surveyed, followed by in-depth interviews in groups with varying combinations of culture, language, social class and age differences. Detailed findings are presented on beliefs about the survival of the family as a lifestyle, family types, and expectations and opinions on love, communication, authority patterns, childrearing, and sex education and changing values underlying sexuality. Special attention was given to beliefs about social factors and values promoting high quality marriage, family life, and parent-child relationships. Based on findings, the monograph provides recommendations for programs that would promote the development of family life. Includes an abstract in Afrikaans. (Contains 31 references.) (JPB)

ED 422 072 PS 026 705

Haven, Terry, Ed.
Measures of Child Well-Being in Utah, 1997. State and County

planning as possible. Labor market planners are frequently faced with the dilemma of whether to sacrifice some individual aspirations and social ideals to ensure the adequacy of labor supply or to sacrifice the fulfillment of some economic needs the better to respond to individual claims and social pressures. Three main systems exist in practice in VET as a component of HRD frameworks and institutions: the school system, the enterprise (on-the-job) system, and the integrated (dual) system. One or more such systems might exist in a country. Three main criteria for evaluation of VET programs are linked with varying degrees to the criteria and changing demands of the world of work: internal, economic, and external evaluation. The role of the world of work, represented by the various types of enterprises in VET, is explored through four main functions: planning, financing, implementation, and identification of training needs. (YLB)

ED 421 615 CE 076 646

Baker, Marie, Ed.; Rich, Julia, Ed.; Walker, Bill, Ed.; White, Connie, Ed.
Real Lives, Real Results. Preparing Tennessee's Workforce.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Community Colleges; *Education Work Relationship; Family Literacy; Intergenerational Programs; *Job Training; *Labor Force Development; Literacy Education; *Outcomes of Education; Program Administration; *Reentry Students; Retraining; Secondary Education; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Tennessee; 353 Project

This document relays the stories of nearly 100 Tennessee adults whose lives were changed through participation in some form of adult basic education (ABE). The document begins with a brief explanation of how Tennessee's 102 ABE programs are administered and definitions of the following forms of ABE: Families First (a 20-hour weekly course of basic skills provided to welfare recipients with no high school credentials); English as a second language; adult high school (high schools where nontraditional adult students 25 years of age or older can earn state-accredited high school diplomas); One Room Drop In School (ORDIS) (a program designed to arrest intergenerational illiteracy among Tennessee's public housing development residents); and family literacy. The remainder of the document consists of the stories of 97 adults (1 each from 97 of Tennessee's 102 county ABE programs). The stories focus on how ABE has helped individuals overcome their specific personal challenges and improve their employment situation and life overall. Concluding each profile is the number of individuals who received ABE services in the given county in 1997. Appended are the addresses of Tennessee's 102 local ABE providers. (MN)

ED 421 616 CE 076 699

McIntyre, John; Brown, Tony; Ferrier, Fran
The Economics of ACE Delivery. A Research Report.

Reviews; Screening Tests; Student Characteristics; Tables (Data); Teacher Characteristics; Trend Analysis

The research on literacy practices for adults with learning disabilities was reviewed. A computerized search of four databases--Dissertation Abstracts International (DAI), ERIC, Psychological Abstracts (PA), and Social Sciences Citation Index (SSCI)--yielded more than 500 pertinent publications that were published during the past 14 years. Of the studies selected for analysis, 56 examined characteristics of adult education programs and adult education staff or students, 14 examined screening, and 19 examined interventions. The most frequently corroborated implications were that reading is a primary topic of literacy intervention and remediation is overwhelmingly the most common approach to intervention. Positive self-affect was frequently reported among successful adult literacy students; however, it was not established that promoting positive affect will lead to literacy success. Few assessment tests were identified as appropriate for assessing aptitude or achievement in community college populations, and those that were deemed susceptible to bias for certain populations. Nearly all studies of interventions reflected an orientation towards a skills-based approach to reading. (The bibliography contains 101 references. Seven tables devoted to the following constitute approximately 50% of this document: search terms, categories, and subcategories of the literature review; college, university, and community adult education programs; adult education staff and students; screening; and intervention.) (MN)

ED 421 634   CE 076 882

Commonwealth of Pennsylvania Adult Education Section 353 Special Demonstration Projects. Project Abstracts for the Fiscal Year 1996-1997.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Action Research; *Adult Basic Education; Adult Learning; *Career Guidance; Competency Based Education; Daily Living Skills; *Education Work Relationship; Educational Research; Educational Technology; Family Literacy; *High School Equivalency Programs; Information Dissemination; Job Training; Learning Disabilities; Program Administration; *Program Descriptions; Public Relations; *Staff Development; Student Evaluation
IDENTIFIERS- *Pennsylvania; 353 Project

This booklet describes 26 projects funded by Pennsylvania (PA) Bureau of Adult Basic and Literacy Education (ABLE). Descriptions include title, purpose, impact, project outcomes, conclusions or recommendations, project continuation or future implications, product, project director, and descriptors. The following projects are profiled: AchievE: High School Diploma Program for Adults; Adult Education Alternative Diploma; Adult Learner Skills Competencies: Framework for Developing Curricula in Adult Contexts and Linking Instruction to Assessment; Assessment for Adult Learners: Training Module for Practitioners; AXIS: Adult Education eXpress Intercommunication Support; Building Communities for Learning; Case Management for Adult Educators; COLOR of Education; Development of Criteria for Student Data Reporting; Focus on Adaptation; General Educational Development (GED) Graduates Progress; Parenting Skills through Children's Literature in Family Support Centers:

conditioning, heating, and refrigeration; automotive technology; auto collision technology; building maintenance; cabinetmaking; carpentry; commercial art; cosmetology; culinary arts; diesel mechanic; drafting; electrical trades; electronics; graphic communication/printing; industrial maintenance; machine tool technology; plumbing; small engines; and welding. The duty band and task statement are correlated to knowledge and performance as well as academic skills: math, communication arts, science, social studies, health/physical education, and fine arts. All are identified by letters and/or numbers. Eighteen sample industrial education activities have these components: grade level, teaching time frame, rationale, unit description, learner outcomes correlated to frameworks (academic skills), activity name, description, materials or resources required, specific directions for organizing and conducting activity, assessment, and required materials. The mini report's cross-reference to show-me standards uses words in its correlation of duty bands and task statements to knowledge (content) and performance (goals). Duty bands, task statements, knowledge, and performance are presented in statement format. (YLB)

ED 421 651   CE 076 904

Marketing Education. Missouri's Show-Me Standards and Vocational Education Competencies. Cross Reference. Main Report. Mini Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; *Basic Skills; Communication Skills; Competence; Competency Based Education; *Distributive Education; Fine Arts; Health Education; High Schools; *Integrated Curriculum; Learning Activities; *Marketing; Mathematics Skills; Physical Education; Postsecondary Education; Science Process Skills; Social Studies; *Standards; Teaching Guides
IDENTIFIERS- Missouri

This publication consists of the main and mini reports for Missouri's Show-Me Standards and vocational education competencies for marketing education. This database documents the common ground between academic skills and vocational competencies. Both components of the Show-Me Standards--knowledge (content) and performance (process)--have been cross-referenced to the vocational competency lists included in this database. Both reports begin with terms and definitions, competency lists available, and table of contents to activities available in all areas. The main report then provides the cross reference to the show-me standards. The duty band and task statement are correlated to knowledge and performance as well as academic skills: math, communication arts, science, social studies, health/physical education, and fine arts. All are identified by letters and/or numbers. A sample marketing education activity has these components: grade level, teaching time frame, rationale, unit description, learner outcomes correlated to frameworks (academic skills), activity name, description, materials or resources required, specific directions for organizing and conducting activity, assessment, Student Educational and Occupational Planning processes, continuous advisement, coursework, and recording progress throughout the school years in a working portfolio as well as culminating achievements in an exit portfolio. The model also includes suggestions for designing the system at a district or cluster level. Includes reports on each school visited. Through these site visits the operation of nearly every component included in the model was observed. For each component, recommended procedures for implementation are included. (MKA)

ED 421 669   CG 028 560

Goldberg, Mark F.
How To Design an Advisory System for a Secondary School.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; Program Implementation; *School Counseling; Secondary Education; Secondary School Students; *Secondary Schools
IDENTIFIERS- *Advisers

An advisory system is a simple method that ensures that no secondary school student becomes anonymous. Using staff as advisors guarantees that each student has an advocate; this provides students with an ongoing relationship to a mature professional who promotes their best interest. This book outlines how to investigate and establish an advisory system that is tailored to the needs of a particular school. Topics covered include: defining an advisory system; setting up the advisory system; training staff; determining the role of an advisory committee; choosing place and time for meeting; keeping records; placing students; achieving a reasonable advisor-student ratio; outlining a professional advisor-student relationship; and communicating with parents. The book also covers: examining the role of guidance counselors; helping students select courses; and determining an advisor's role in student discipline. An appendix lists related publications and contact schools. (MKA)

ED 421 670   CG 028 561

Kuhl, Janice
Guidance and Counseling Program Evaluation 1997-98.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Program Effectiveness; Program Evaluation; Public Schools; *School Counseling; *School Guidance; Student Development
IDENTIFIERS- Des Moines Public Schools IA

Guidance and counseling in the Des Moines public schools serves two major functions: (1) to address the social, emotional, personal, and developmental needs of students so they are better prepared to take advantage of academic programs; and (2) to facilitate the transition of students into the worlds of work, family, community, and citizenship. Continuous evaluation and adjustment of the program is required as knowledge about important, tangible feedback that helps students discover an intrinsic love of reading. (SR)

ED 421 688 CS 013 254

Critical Thinking and Literature-Based Reading. Report.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; Educational Theories; Elementary Secondary Education; *Independent Reading; Instructional Effectiveness; Learning Experience; *Learning Processes; *Thinking Skills; Whole Language Approach
IDENTIFIERS- Accelerated Reader Program; Reading Thinking Relationship; Zone of Proximal Development

This report discusses how three major strains of educational research are converging on a compelling new concept: critical thinking is not a set of skills to be taught, but a natural capacity, involving creating and revising patterns of information to be exercised and strengthened. Thus, according to the report, the appropriate classroom practice is not a set of lesson plans, but an orchestrated experience of challenging, engaging learning experiences. The report characterizes reading as one of the most powerfully thought-provoking experiences available to us, as readers exercise critical thinking in order to construct meaning from text. With the addition of the new technology of learning information systems such as Accelerated Reader, teachers can guide and motivate students to read text that is both interesting and appropriately challenging. In nine sections, the report discusses evidence of the reading-thinking link; what critical thinking is; recent approaches in educational theory; a new consensus on critical thinking; literature-based reading and critical thinking; what kind of reading best develops critical thinking; Accelerated Reader and the zone of proximal development; reading and other thinking activities; and offers a conclusion. Fourteen references are attached. (SR)

ED 421 689 CS 013 255

ZPD Guidelines: Helping Students Achieve Optimum Reading Growth. Report from the Institute for Academic Excellence.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Readability; Readability Formulas; *Reading Improvement; *Reading Instruction; Reading Programs
IDENTIFIERS- *Accelerated Reader Program; *Zone of Proximal Development

This report presents information regarding Zone of Proximal Development (ZPD) guidelines as they relate to the Accelerated Reader program. The report states that a student's zone of proximal development is the range of book readability levels

An Analysis of Sentential Themes in Academic Writing: Implications for Teaching Sentence Style and Revision.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Persuasive Discourse; *Revision (Written Composition); *Sentence Structure; *Sentences; Student Writing Models; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Academic Discourse; Scholarly Writing; Thematic Analysis

This paper introduces a procedure for analyzing sentential themes and demonstrates how it may be useful to students when they consider the effectiveness of their own sentences in the process of revising a piece of writing. The paper shows that, by analyzing sentential themes and their function in academic writing, students can learn to perform the same analysis in revising sentences in their own writing and thus can develop their ability to communicate information more effectively. The paper analyzes a scholarly article in psychology to illustrate the kinds of sentential themes that occur in academic writing. The paper is in three major sections; the first section is devoted to the theoretical framework underlying this approach, in particular discussing "theme and rheme," and "given and new" information. The second section deals with analyzing sentential themes, focusing on four major themes and their functions. The final section discusses implications for teaching sentence revision in college writing. It uses the draft (and the revision) of a student paper summarizing an article to illustrate common problems with sentence style in student writing. Contains 14 references; a glossary is attached. (SR)

ED 421 709 CS 216 425

Aiex, Nola Kortner
The Humanities Today.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; College Faculty; Diversity (Faculty); Diversity (Student); *Educational Change; *Higher Education; *Humanities; *Social Change
IDENTIFIERS- Closing of the American Mind (Bloom); *Faculty Attitudes; *Literary Theory

This paper discusses several of the many books and articles which have appeared during the past decade which chronicle the supposedly precarious state of the humanities in higher education. The paper focuses on the first book, the surprise best seller, "The Closing of the American Mind," written by Allan Bloom in 1987 and especially on a new book written in 1997 by John M. Ellis, "Literature Lost: Social Agendas and the Corruption of the Humanities." The paper contends that in making their analyses these academic authors ignore any events which occur outside the university campus and that they also ignore the real reasons for the changing nature of humanities education in the United States. Contains 7 references. (Author)

Case Studies in the Organizational Communication Course: Applying Textbook Concepts to Real Life Organizations.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; Class Activities; *Discussion (Teaching Technique); Higher Education; Information Sources; *Instructional Effectiveness; *Organizational Communication; Student Participation
IDENTIFIERS- Electronic Newspapers; Home Pages

This paper urges the use of case study discussions in the organizational communication class as an effective instructional technique. The paper presents a variety of formats for bringing case studies to life for students in the organizational communication course. It first discusses sources for case studies such as the World Wide Web, local and national news publications, local business and industry, and self-developed case studies. Second, methods for facilitating case study discussions are presented. Contains eight references. Appendixes present a "Wall Street Journal Interactive Edition" sample, a "Business Week Online" sample, an "AJR Newslink" sample, and a corporation (Eli Lilly) home page sample. (NKA)

ED 421 728 CS 509 866

Dudash, Elizabeth
At the Speed of Sound: Rate of Delivery as a Dividing Factor in Debate.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Debate; *Debate Format; Higher Education; Speech Instruction; *Speech Skills
IDENTIFIERS- American Debate Association; American Parliamentary Debate Association; Cross Examination Debate Association; *Debate Delivery; National Debate Tournament; National Education Debate Association; National Parliamentary Debate Association; *Speech Rate

The rate of speech in intercollegiate debate has been increasing and might have contributed to the proliferation of divisions in debate. The American Debate Association (ADA), National Parliamentary Debate Association (NPDA), American Parliamentary Debate Association (APDA), Cross Examination Debate Association (CEDA), National Education Debate Association (NEDA), and the National Debate Tournament (NDT) all have different ideas about how to achieve their specific goals. However, a brief look into their general aims discloses that there are very few differences in their goals overall. Part of the advantage of an audience focused style over a speed style is that it prepares students who choose that track to be prepared to debate in the real world. The level of argument in speed debate is much deeper than that of stylized debate. Disadvantages to speed debate may include that not everyone can judge it, that jargon will be used, that some debaters will lose their judges in

The Tucson, Arizona, Model" (Gail Bornfield, Roger Pfeuffer); "Technology To Create Safer Schools" (Art Townley, Kenneth Martinez); and "Extracurricular Activities: Asset or Hindrance" (Jeri L. Engelking, Michael R. Hoadley). Chapters in part 4 include the following: "Educational Reform in Changing Contexts of Families and Communities: Leading School-Interagency Collaboration" (Lars G. Bjork); and "Violence in Our Schools" (M. Sue Tolley). (RJM)

ED 421 747 EA 029 136

Hicks, Anna T.
Speak Softly & Carry Your Own Gym Key: A Female High School Principal's Guide to Survival.
PUB DATE- 96
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Experience; High Schools; Instructional Leadership; *Personal Narratives; *Principals; School Supervision; *Sex Discrimination; Sex Stereotypes; *Women Administrators

This book is a series of personal accounts of the challenges faced by one female high school principal. The text recites a lengthy list of difficulties many women confront in their role as educational leaders. The book provides advice on day-to-day experiences, from carrying a walkie-talkie to obtaining a key to the gymnasium. The importance of a mentor is explored, along with the realization that many people will not be able to "see the big picture" and will subsequently become dissatisfied. Cracking the male network in athletics and the heavy influence that athletics has in high schools are discussed, followed by a chapter on cheerleaders entitled "The Pom-Pom Wars." The text moves from challenge to challenge, detailing the importance of serving the stakeholders, parents who do not take responsibility for their children's misbehavior, turf wars among teachers over size and location of space, achieving high standards, the school's physical appearance, the many difficult persons principals must face, issues that arise when men are supervised by a woman, the need for a support system for principals, working with the press, and the high school principal as parent. (RJM)

ED 421 748 EA 029 137

Ah Nee-Benham, Maenetta K. P.; Cooper, Joanne E.
Let My Spirit Soar! Narratives of Diverse Women in School Leadership.
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Ethnic Bias; *Instructional Leadership; Lesbianism; *Minority Groups; Personal Narratives; *Racial Bias; School Supervision; *Sex Discrimination; Sex Stereotypes; Social Bias; *Women Administrators

A neglected area in school leadership research is that of minority women's leadership. This collection of essays by nine minority women in education draws on their personal experiences creating a profile of the personal differences and leadership

Cho, Jeasik
Rethinking Curriculum Implementation: Paradigms, Models, and Teachers' Work.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Curriculum Design; Curriculum Development; Educational Change; Educational Theories; Elementary Secondary Education; Models; *Program Implementation
IDENTIFIERS- *Curriculum Implementation

The paper looks at traditional curriculum implementation strategies, claiming that they have been divided into two polarized perspectives: fidelity implementation and adaptive implementation. These two implementation perspectives have dominated contemporary curriculum textbooks. The paper suggests that curriculum implementation as a field of study should relinquish the notion of the fidelity perspective and should create a new constellation where the role of the teacher can be realistically constructed in light of whose authority is of most importance within the classroom. It proposes another perspective, the enactment perspective, where teachers and students create meaning in the classroom. The text describes three paradigms--positivism, postpositivism, and constructivism--in order to compare and contrast the basic assumptions of each perspective. The paper examines in detail the enactment perspective in order to discover an alternative method of professional development, claiming that the teacher-as-member-of-classroom-community is likely to provide both the teacher and the students with enhanced educational growth. (Contains 80 references.) (RJM)

ED 421 768 EA 029 162

Bildung in der Europaischen Union: Daten und Kennzahlen = Education across the European Union: Statistics and Indicators = Education dans L'Union Europeennee Statistiques et Indicateurs, 1996.
PUB DATE- 97
NOTE- 350p.
LANGUAGE- German; French; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Education; *Educational Attainment; Elementary Secondary Education; *Enrollment; Enrollment Projections; Foreign Countries; General Education; Higher Education; *School Demography; Sex Differences; *Teacher Characteristics; Technical Education; Vocational Education
IDENTIFIERS- *European Union; *Indicators

This publication provides comparable statistics and indicators on education across the 15 member states of the European Union. The main source of data is the joint UOE (UNESCO, Organisation for Economic Development, Eurostat) revised questionnaire on education statistics introduced in 1995. Educational attainment information draws on data from the 1995 Community Labour Force Survey. Statistics refer to public and private, full-and part-time education in the ordinary school and university system.

The first two chapters survey the creation of sex-segregated employment in 19th-century schooling. Focusing on the superintendency, chapter 3 discusses how the turn-of-the-century women's movement pushed women into school leadership positions despite informally enforced gender barriers and a backlash movement depicting single women administrators as socially dangerous spinsters and/or lesbians. Chapter 4 documents this postsuffrage backlash movement and the resulting gender-role polarization. During the 1940s and 1950s, more married women became administrators, attempting to project feminine exteriors while performing "male-identified" work. Chapter 5 elaborates on the quiet, rapid decline of female administrators from World War II to 1970. Chapter 6 documents how women's advocates attempted to work through legal and judicial systems to eliminate persistent sex inequalities in schooling and educational employment and explores subtle resistance to these efforts. Included are appendices with historical data, an index, and numerous chapter endnotes. (MLH)

ED 421 787 EA 029 200

Whitty, Geoff; Power, Sally; Halpin, David
Devolution and Choice in Education: The School, the State and the Market. Australian Education Review No. 41.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Comparative Education; *Decentralization; Elementary Secondary Education; Faculty Workload; Foreign Countries; *Free Enterprise System; *Government Role; Marketing; *School Based Management; *School Choice; School Effectiveness; *School Restructuring

This book examines recent school reforms in England and Wales, the U.S.A., Australia, New Zealand and Sweden. It suggests that, at the same time as appearing to devolve power to individual schools and parents, governments have actually been increasing their own capacity to "steer" the system at a distance. Section 1 sets the scene by outlining and exploring the various policies seeking to restructure public education systems via decentralized decision making. Chapter 2 summarizes recent educational reforms in each country; chapter 3 attempts some cross-national comparisons. The second section examines the consequences of recent restructuring initiatives. Chapter 4 focuses on school leaders' changing roles, and chapter 5 explains incursions on teachers' workload. Chapter 6 explores restructuring's effects on classrooms and the curriculum. Chapter 7 explores school governance changes in different national contexts. The third section synthesizes the issues and research of previous sections. Chapter 8 examines consequences of choice and devolution for patterns of social differentiation. Recent research suggests that fragmentation of bureaucratic educational systems is leading to a polarized system, with "good" schools being rewarded and able to choose their (advantaged) students, while "failing" schools are thrown into a cycle of decline from which they and their socially disadvantaged students may not recover. Currently, choice is as likely to reinforce hierarchies as to improve educational opportunities and overall schooling quality. (Contains 433 references.) (MLH) paraprofessionals in Maine were also analyzed. The paraprofessionals discussed their needs for training, support, evaluation, and participation in the IEP (Individualized Education Program) process. The participants tended to be most concerned about the following issues: feelings of invisibility and marginalization; the need for fair, helpful evaluations; and specific challenges of inclusion such as lack of training to support students with severe behavioral and physical disabilities. The study resulted in the following recommendations for paraprofessionals: (1) clarify roles and responsibilities, (2) request annual written evaluations, and (3) be visible and valued. (Contains 22 references.) (DB)

ED 421 807 EC 306 562

Levine, Karen
Williams Syndrome Information for Teachers.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Congenital Impairments; Elementary Secondary Education; Inclusive Schools; *Learning Problems; *Neurological Impairments; *Personality Traits; *Special Health Problems; *Student Characteristics; Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- *Williams Syndrome

This paper uses a question-and-answer format to summarize information about Williams syndrome, a neurobehavioral congenital disorder which affects development in cognitive, behavioral, and motor areas. Questions address the following topics: characteristics of Williams syndrome; medical problems associated with Williams syndrome; characteristic facial features of children with Williams syndrome; characteristic personality and behavior patterns of these children (specific teaching strategies for each characteristic are suggested); characteristic learning patterns; the use of regular IQ testing with children having Williams syndrome; nine common areas of learning strength (such as expressive vocabulary, long term memory for information, and musical ability); four common areas of learning difficulty and teaching strategies (such as tasks requiring fine motor or visual-motor integration skills); the inclusion of children with Williams syndrome in regular classes; special therapies; explaining Williams syndrome to other children; and sources of more information. (DB)

ED 421 808 EC 306 563

Fay, Brian T.
Evaluation of Individuals with Visual Impairment for Educational and Vocational Applications of Assistive Technology.
PUB DATE- 98
NOTE- 5p.; Paper presented at the California State University - Northridge Annual Conference (Los Angeles, CA, March, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

1980s, when intramural sports were modified so that students with disabilities were able to participate fully. The introduction of an infrared sound system in the main university performing arts auditorium when the national touring company of "Children of A Lesser God" came to campus is also highlighted, along with the development of a computer literacy curriculum for students with vision impairment. The coordination of the offices of Affirmative Action and Human Resources with the Coordinator of Adaptive Computer Technology to provide effective and meaningful accommodations for faculty, staff, and student employees is also discussed. (CR)

ED 421 826 EC 306 586

Kimmel, Howard; Muldrow, Diana; O'Shea, Mark; Deek, Fadi
Project Smart-Science and Math Access: Resources & Technology.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 6p.; Paper presented at the California State University-Northridge Annual Meeting (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); Classroom Environment; *Disabilities; *Educational Strategies; *Educational Technology; Elementary Secondary Education; Hands On Science; *Inservice Teacher Education; Knowledge Base for Teaching; *Mathematics Instruction; Parent Participation; Professional Development; *Science Instruction; Teacher Collaboration; Teaching Models
IDENTIFIERS- Academic Accommodations (Disabilities)

This paper describes Project SMART (Science and Math Access: Resources & Technology), a multi-year professional development effort that includes components for all adults who regularly have contact with children with disabilities. The common goal of each of the components is the development of both efficacy and capacity to inspire children with disabilities to overcome challenges in the pursuit of excellence in math and science education. While the emphasis of the program has been on inservice teacher education, components have been developed for the following groups that support the efforts of children: general education teachers, special education teachers, parents of children with disabilities, and guidance counselors. The model program is intended to promote positive and permanent changes in the academic climate of classrooms and to provide teachers and other service providers with access to appropriate instructional materials, educational technologies, and hands-on experiences to insure full participation in science and mathematics by students with differing abilities. The teacher component focuses on collaborative teaching, upgrading knowledge of math and science subject matter, and identifying and practicing alternative approaches for teaching science and math. The technology training program is described, along with the program for parents and guidance counselors. (CR)

ED 421 827 EC 306 587

Engleman, Melissa Darrow; Maddox, June I.
Preparation of Personnel for Service to Low-Incidence Disability Populations: Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

This study sought to understand how the 1992 Rehabilitation Act Amendments have been implemented and whether practices since its passage have changed from the perspectives of vocational rehabilitation administrators and counselors as of 1996. Through the use of a national, cross-sectional survey, data were collected from 251 administrators and 254 counselors from 25 states. The research instrument was designed and organized to cover five topic areas noted in the 1992 Amendments: eligibility, use of existing information, consumer involvement, assistive technology, and accommodations serving those who have been underserved in the past. Results showed that administrators perceived significantly more change than counselors, and when asked how the 1992 amendments have had an impact on daily practice, neither group felt that more than "some change" had occurred in their offices or caseloads. Counselors and administrators perceived the least amount of change occurring in the AIDS knowledge area and the greatest change in consumer choice and advocacy. A large percentage of both administrators and counselors perceived change in the severity of disability of individuals served, however, only a small percentage perceived change in the cultural or ethnic diversity in their offices or their caseloads. (Contains 40 references.) (CR)

ED 421 845 EC 306 617

Gilden, Deborah
Hidden Uses of Presentation Software--The Ideal Tool for Making Customized Materials for Special Needs Students and Clients.
PUB DATE- 98
NOTE- 6p.; Paper presented at the California State University-Northridge Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Art Therapy; Classroom Techniques; *Computer Assisted Instruction; *Computer Graphics; *Computer Software; *Disabilities; Elementary Secondary Education; Special Needs Students; Teaching Methods; Visual Impairments; Visual Perception; Visual Stimuli
IDENTIFIERS- *Microsoft PowerPoint

This paper discusses how presentation software can be used to design custom materials for a variety of people with special needs, including children and adults with low vision, people with developmental disabilities, and stroke patients with cognitive impairments. Benefits of using presentation software include: (1) presentation software gives the user enormous amount of easy control over the information displayed and allows users to insert desired text, graphics, and photographs, and determine when and where they are to appear; (2) it can enhance the visibility of materials to address the individual needs of low vision viewers; (3) PowerPoint lets users manipulate contrast by using black and white, shades of gray, or color combinations to address various visual disorders; (4) sound can be incorporated into presentations; (5) graphics can be used to focus students' attention and stimulate discussion; (6) PowerPoint can be used to flash text or graphics at any of three speeds; (7) PowerPoint can be used to display presentation slides on a large screen or monitor to provide a way to discuss information with an entire class; and (8)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Bilingualism; Cultural Context; Diachronic Linguistics; Discourse Analysis; *English (Second Language); Grammar; Language Attitudes; Language Patterns; Language Research; *Language Variation; Linguistic Theory; Mexican Americans; Phonology; Questionnaires; *Sociocultural Patterns; *Spanish; Tenses (Grammar); Verbs
IDENTIFIERS- *California (Los Angeles); *Language Contact

This study investigated the hypothesis that in language contact situations, bilinguals develop strategies aimed at lightening the cognitive load of having to remember and use two different linguistic systems, resulting in changes in the secondary language. The study examined four specific strategies (simplification of grammatical categories and lexical oppositions; over-generalization of forms; development of periphrastic constructions either to achieve paradigmatic regularity or to replace less semantically transparent bound morphemes; direct and indirect transfer of forms from the superordinate language) and the patterns of diffusion of a number of changes in the linguistic system and their correlation with extralinguistic factors. Special attention is given to the issue of permeability at different stages of attrition or distance from the Spanish dominant norm. Data were gathered from several generations of Mexican-American bilinguals living in a mostly Hispanic area of Los Angeles (California) in 1983-1988. Survey questionnaires are appended. (Contains 209 references.) (MSE)

ED 421 865 FL 025 365

Campbell, Bernard, Ed.
Lessons in Literacy: Case Studies of Successful Strategies for Raising Achievement in Multilingual Schools.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Cultural Pluralism; *Diversity (Student); Educational Policy; Educational Strategies; Elementary Secondary Education; English for Academic Purposes; *English (Second Language); Expository Writing; Family Programs; Foreign Countries; Limited English Speaking; *Literacy Education; *Parent Participation; Poetry; Program Descriptions; Reading Comprehension; *Reading Instruction; Speech Skills; Spelling; *Writing Instruction
IDENTIFIERS- *England (Bradford)

The group of case studies details ways in which elementary, middle, and secondary schools in Bradford (England) have responded to recent developments in literacy education and developed whole- school approaches to improving achievement in literacy within multilingual school populations. Case study titles include: "The Literacy Lesson: A Guide" (Ann Winter); "Developing Strategies in the Teaching of Reading" (Carol Satterthwaite); "Developing a Systematic Whole School Approach To Teaching Reading" (Claire Head); "Developing the Literacy Hour" (Barbara Briggs); "Language for Learning" (Tracy McNally); "The Highfield Parent Partnership Project" (Jules Offord); "A Whole School Approach To Reading for Information" (Dorrie Brown, Gwyn Timbers); "Developing a Spelling Policy" (Su Halliday); "Bilingual Poetry Project" (Alex Fellowes); "Developing a Family Literacy Scheme" (Pam Khan); "Assessing for academic purposes and two native speakers: the teacher and a native English-speaking student selected to provide English speech practice. Transcripts of role-play interactions in two groups (one assisted by the teacher, one by the student native speaker) over a 6-week period were analyzed for patterns of error correction, metalinguistic talk, and misunderstandings and resulting negotiation of meaning. Results suggest that interactions between learners and native speakers were different in several respects. The group with the instructor spent more time talking about the role-card text itself, both language and content, and roughly equal amounts of time strategic and language aspects of the role-playing task. The group working with the native-speaking student focused mainly on the task they faced and how they should approach it strategically rather than on what they would say. (Contains 9 references.) (MSE)

ED 421 887 FL 025 391

Lynch, Tony
Questions of Presentation: Evaluating Success in EAP Seminar Skills Classes.
PUB DATE- 98
NOTE- 13p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; College Students; *Discourse Analysis; *Discussion (Teaching Technique); *English for Academic Purposes; Higher Education; Japanese; *Language Patterns; Language Research; Linguistic Theory; *Listening Skills; Uncommonly Taught Languages

This study tested the utility of an approach to analyzing second language learners' listening skills in the context of a classroom discussion ("two-way listening skills"). The approach used was the Communicative Outcome system, which shifts the focus in discourse analysis from counting of tokens of negotiation to evaluation of what participants actually achieved. The system was used to analyze routine classroom interactions of a native Japanese-speaking undergraduate student in a seminar skills course in English for academic purposes. The approach was found useful in underlining that learners' performance should indeed be evaluated in qualitative terms (i.e., communication success) as well as quantitatively (i.e., in terms of presence or absence of meaning negotiation). The perceived value of the approach is used as a means for the teacher of gaining feedback on student learning, not for evaluation purposes. It offers a simple means of coding the process and outcome of learner-to-learner discussion, which teachers can use to monitor differences in the effectiveness with which learners deal with questions and discussion points, and then to provide them with feedback. (Contains 28 references.) (MSE)

ED 421 888 FL 025 392

Northcott, Jill; Brown, Gillian
Butterflies in the Rain Forest? Ethnography and the Business English Student.
PUB DATE- 98
NOTE- 12p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

brief statement from the institution's president; describes the orientation procedures for students entering the co-op program; notes how the institution recognizes participation in the co-op; describes integrated learning mechanisms used; and explains new or special procedures related to the operation of the co-op program, Each profile also includes basic data on the program such as contact information, total institutional enrollment, length of term for CE experience, year CE program was established, description of program structure, CE enrollment, program fees, minimum and maximum number of CE terms possible, student selection criteria, number of CE employers, and earliest term students may participate in the program. A glossary of program characteristics is included. (MAB)

ED 421 908 HE 031 429

Cranton, Patricia
No One Way: Teaching and Learning in Higher Education.
PUB DATE- 98
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Class Organization; Classroom Techniques; *College Faculty; *College Instruction; Educational Strategies; Foreign Countries; Higher Education; *Learning Modalities; Teacher Effectiveness; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship

This book addresses the needs of college and university instructors for an integrative, comprehensive approach to teaching and learning in higher education. The book has two purposes: first, to place teaching and learning in higher education within a theoretical framework, and second, to provide practical strategies for teaching. The introductory chapter sets out three primary goals of higher education, each related to a separate domain of knowledge (instrumental knowledge, communicative knowledge, and emancipatory knowledge). Chapter 2 discusses how circumstances influence teaching strategy, course content, program goals, and working with individual students . Chapter 3 examines the uses of psychological type theory as a basis for considering differences in teaching and learning style. Chapter 4 provides planning techniques for three levels of instruction: developing a philosophy of practice, curricula, and learning experiences. Chapter 5 offers strategies for lectures and discussions, problem-based learning, and experiential learning. Chapter 6 examines teaching and learning methods likely to facilitate acquisition of communicative knowledge, while Chapter 7 draws on the adult education literature to present strategies for fostering emancipatory learning in colleges and universities. Chapter 8 highlights means for evaluating teaching and learning. Chapter 9 presents four case studies of teaching excellence from different disciplines and types of institutions. (Contains 110 references.) (MAB)

ED 421 909 HE 031 430

Hudson, Cathie Mayes, Ed.; Whitman, Susan, Ed.; Walker-Marshall, Albertine, Ed.
Information Digest, 1995-1997. Twelfth Edition.
PUB DATE- 97

Futures (of Society); *Higher Education; Needs Assessment; Outcomes of Education; Trend Analysis
IDENTIFIERS- *Tunisia

This report presents findings of a study of higher education in Tunisia. It finds that higher education in Tunisia is a largely effective and well-performing system. However, it notes an expected doubling of enrollment over the next 10 years which will create obstacles that prevent it from playing the role expected of it by a society and economy in rapid transformation. The report identifies some of these obstacles and suggests a series of coordinated countermeasures. Twenty appendixes provide detailed tables and other data supporting the study's findings. (Contains 63 references.) (Author)

ED 421 928 HE 031 450

Zoreda, Margaret Lee; Zoreda-Lozano, Juan Jose
Una vision holistica de la educacion superior en contextos posmodernos (The Integrative Conception of Postmodern Higher Education).
PUB DATE- 98
NOTE- 21p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Trends; Foreign Countries; Futures (of Society); *Higher Education; Humanities; Intellectual Disciplines; *Interdisciplinary Approach; Role of Education; Sciences; Sociocultural Patterns; Technology
IDENTIFIERS- *Mexico; *Postmodernism

This paper argues that current "postmodern" conditions demand a rethinking of higher education, especially in countries like Mexico. This would involve the rapprochement of science, technology, and the humanities, based on the belief that the chasm separating them, apart from being artificial, is no longer socially viable. Through a critical perspective that reviews the work of various authors and examines several theories, the paper proposes guidelines for a dialogue to reconcile these currently separated disciplinary domains, with the hope that it will be of aid in the timely formation of open, multidimensional, and critical university graduates. (Contains 36 references.) (Author)

ED 421 929 HE 031 451

Freeman, Richard; Lewis, Roger
Planning and Implementing Assessment.
PUB DATE- 98
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Achievement Rating; Assignments; Classroom Observation Techniques; Classroom Techniques; *Evaluation Methods; Foreign Countries; *Grading; Higher Education; *Performance Based Assessment; Portfolio Assessment; *Student Evaluation; Writing Evaluation

This book provides a set of principles and analytical methods that are based on research findings and are designed to be adapted to different assessment scenarios, thus enabling instructors to construct their own assessment methods. Part 1

Extensive data tables present information on the public and independent institutions of higher education in Missouri for the year 1997-1998. Data tables are organized into the following categories: (1) preparation of enrolled freshmen, fall 1997, including distribution of American College Testing scores and high school rankings; (2) access, including tuition and fees and financial aid (need-based and merit-based scholarships and trends); (3) participation, including general enrollment data and trends, and enrollment data by age, gender, ethnicity, and geographic origin; (4) resources: faculty and staff (numbers, salaries, and tenure status); financial (revenues and expenditures); and library (resources and expenditures); (5) outcomes, including degrees conferred by level, discipline area, gender and ethnicity; (6) student migration: institutional origins of different categories of transfer students; (7) performance, including academic achievement of freshmen and three- and six-year graduation rates; and (8) participation and outcomes, including total headcount enrollment and total degrees conferred at theological, technical, and specialized professional institutions. Three appendices list campus survey coordinators, provide a map of Missouri institutions, and present the classification of instructional programs (CIP) and degree tables. (DB)

ED 421 949 HE 031 487

Statistical Summary: Proprietary Sector of Missouri Postsecondary Education, 1996-97.
PUB DATE- 98
NOTE- 262p.; For the previous year's report, see ED 411 744. For the Higher Education report, see HE 031 486.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Education; Educational Finance; Employment; Enrollment Trends; In State Students; Job Training; Out of State Students; Outcomes of Education; *Postsecondary Education; *Proprietary Schools; *Statistical Data; Tables (Data); Vocational Training Centers
IDENTIFIERS- *Missouri

This statistical summary contains 14 tables, 17 figures, and narrative that detail data on Missouri's 85 certified private career schools for 1996-97. During this time, these schools enrolled 44,391 students in 732 instructional programs, with most enrolled in business-related and allied-health programs. Other findings note that the schools reported a 70 percent employment rate for graduates, graduated 18,640 students, expended $79,473,114 into the state's economy, and employed 1,435 persons. Section 1 includes 17 tables that provide a graphic summary of the private career school sector. Figures show school certifications, program distribution, student preparation, completions, institutional finance, and enrollment by various student and program characteristics. The second section provides an inventory of instructional programs by school and program. Section 3 summarizes student preparation by school and residency status. Section 4 details enrollment by program and student characteristics. Section 5 shows completions and employment by award level and employment in training-related fields by program; and Section 6 summarizes program resources, including staff, income, expenditures, and student financial aid. Four appendices offer inventories of programs and the Classification of Instructional Programs coding system. (DB) issues included network stability, Web browsers, content delivery vs. data gathering; logistical/management issues included mixing face-to-face and distance interactions, the importance of flexibility and feedback, and keeping the learners motivated. Perspectives of designers/developers, instructors, and learners are offered for clarification and understanding of the potential impact and promise of WBLEs. Includes sample course Web pages). (AEF)

ED 421 970 IR 018 942

Jiang, Mingming; Ting, Evelyn
Course Design, Instruction, and Students' Online Behaviors: A Study of Instructional Variables and Students' Perceptions of Online Learning.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Computer Assisted Instruction; *Computer Mediated Communication; Constructivism (Learning); Correlation; Higher Education; *Instructional Effectiveness; Learning Motivation; *Student Attitudes; Student Characteristics; *Student Participation; Student Surveys; Tables (Data); Teacher Role; *World Wide Web
IDENTIFIERS- Learning Environments

This paper presents a study of factors influencing students' perceived learning in a World Wide Web-based course environment. Qualitative and quantitative methods were employed in the process of data collection and analysis. Results indicated that percent of grade weight on discussion and instructor's specification of requirements of students' contributions in discussion were significantly and positively correlated to students' perceived amount of learning. Although level of instructor's participation was not significantly correlated with students' perceived amount of learning, it had a significant correlation with level of students' participation. These findings indicated that students' perceptions of learning in Web-based courses varied positively with the degree of instructional emphasis on learning through interaction. They seemed congruent with the constructivist view that students learn better through social construction of meaning and that, in a constructive environment, the instructor's role has transformed from an authoritative figure into a facilitator providing scaffolding and support during the learning process. Several tables and charts present data. Appendices include a list of SLN (State University of New York Learning Network) Web-based courses, survey questions selected for the correlational analysis, and a table of demographic variables and students' perceptions of the learning experience. (Author/AEF)

ED 421 971 IR 018 943

National Educational Technology. Standards for Students.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; College Choice; Directories; *Distance Education; *Educational Quality; *Extension Education; External Degree Programs; Institutional Evaluation; Open Universities; *Postsecondary Education; *Program Evaluation; Telecommunications; Telecourses
IDENTIFIERS- Web Sites; Western Cooperative for Educ Telecommunications

This pamphlet is intended to assist the consumer in making informed decisions when choosing between distance learning programs. Distance education and distance learners are defined. Included is advice on beginning a program search; choosing a school; accreditation; evaluating quality of electronically offered programs; evaluate non-accredited schools; choosing the appropriate technological delivery; and making a decision. Lists of six published guides, five pertinent Web sites, and six higher education regional accrediting boards follow. The pamphlet includes an insert containing: (1) "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs." These Principles are the product of a Western Cooperative for Educational Telecommunications Project, "Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs." The Principles include curriculum and instruction; institutional context and commitment; evaluation and assessment; and a list of relevant WICHE publications, with price and ordering information. (DLS)

ED 421 990 IR 018 969

When Distance Education Crosses State Boundaries: Western States' Policies. 1995.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Accreditation (Institutions); Accrediting Agencies; *Distance Education; Educational Quality; *Extension Education; External Degree Programs; *Higher Education; Information Policy; *Information Transfer; Open Universities; *Postsecondary Education; Surveys; Telecommunications; Telecourses
IDENTIFIERS- *Telecommunications Policy; Western Cooperative for Educ Telecommunications

This report summarizes western states' policies and regulations governing the approval of higher education programs electronically delivered across state lines by institutions in other states. It caps the first year's activities in a 3-year Western Cooperative for Educational Telecommunications project, "Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs," designed to foster an interstate environment that encourages the interstate electronic delivery of quality higher education programs. The following states are included: Alaska; Arizona; California; Colorado; Hawaii; Idaho; Montana; Nevada; New Mexico; North Dakota; Oregon; South Dakota; Utah; Washington; and Wyoming. The data was obtained through a written survey and request for documents from the states' higher education agencies, and a series of phone interviews with individuals in

DESCRIPTORS- Childrens Libraries; Comparative Analysis; Electronic Libraries; Library Collections; Library Expenditures; Library Materials; Library Personnel; Library Services; *Library Statistics; *Library Surveys; National Surveys; *Public Libraries; State Libraries; Tables (Data)
IDENTIFIERS- United States

The tables in this report summarize information about public libraries in the 50 states and the District of Columbia for state fiscal year 1995. This report includes information about service measures such as reference transactions, public service hours, interlibrary loans, circulation, library visits, children's program attendance, and circulation of children's materials. It also includes information about size of collection, staffing, operating income and expenditures, type of legal basis, and type of administrative structure. For the first time, data in this report include imputed data for nonresponding libraries, as well as state ranking tables of selected data. For public library service outlets, summary information is provided about the number and type of outlets. There are 39 tables in this report. Technical notes, caveats for using these data, and sources for ordering machine-readable data and publications. (AEF)

ED 422 011 IR 057 135

Cohen, Arlene, Ed.
PIALA '97. Wasahn Kamarain: Place of Enlightenment. Papers from the Pacific Islands Association of Libraries and Archives Conference (7th, Palikir, Pohnpei, November 3-5, 1997).
PUB DATE- 98
NOTE- 127p.; For 1996 proceedings, see ED 411 786.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescent Literature; Archives; Childrens Literature; Foreign Countries; Information Services; Information Sources; *Library Development; *Library Services; Workshops
IDENTIFIERS- Micronesia; *Pacific Islands

This PIALA 1997 Proceedings follows the tradition of publishing papers from each annual conference of the Pacific Islands Association of Libraries and Archives (PIALA). After welcoming remarks from Sue Moses, Kapily Capelle, and Isabel Rungrad, the following papers are included: "Places of Enlightenment, Places of Dreams" (Maradel Gale); "Pohnpeian History: The Challenge of Understanding, Using and Preserving Pohnpeian History" (Rufino Mauricio); "Reference and Information Service with Limited Resources" (Jackson Yang); "Grant Writing: A Panel Discussion Summary" (Judy Caldwell, Dan Perin, Bob Spegal, Jimmy Hicks, Fran Hezel, Marcus Samo, Dana Russo); "The Library: A Place of Enlightenment--Experiences of Some Librarians in Papua New Guinea" (Margaret Obi); "Information and Development in Papua New Guinea: Some Thoughts" (Margaret Obi); "Pacific Literature for Children and Young Adults" (Marilyn Salas); A Strategy for the Control of National, State and Territorial Archives in Micronesia" (Peter Orlovich); and "Collecting English Language Pacific Fiction of the Colonial Period, with Comments on Some Titles" (Carol Mills). (AEF)

ED 422 012 IR 057 136

Sinclair, Bryan, Ed.
Making Sense of Library Research: A Guide for Undergraduate Students.

Transfer (EBT) System to deliver public assistance cash and food stamp benefits through the existing electronic commerce infrastructure. (DLS)

ED 422 031 IR 057 162

Cahalan, Margaret W.; Justh, Natalie M.; Williams, Jeffrey W.
The Status of Academic Libraries in the United States: Results from the 1994 Academic Library Survey with Historical Comparisons. Survey Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDPS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Higher Education; Library Automation; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; *Library Surveys; National Surveys; Reference Services

This report presents a description of the status of academic libraries in 1994, a time of rapid technology-related change and increased introduction of electronic services. Two of the national education goals for the year 2000 emphasize the important roles played by resources and staff efforts of academic libraries. The report presents detailed tabulations for 1994 and historical comparisons with previous years, with a focus on comparisons since 1990. The data are from the 1994 Academic Libraries Survey (ALS), a part of the Integrated Postsecondary Education Data System (IPEDS) of the United States Department of Education's National Center for Education Statistics. Topics covered in the report include: library number and diversity; services; collections; staff; and expenditures. Highlights of findings are provided at the beginning of the document. Appendix A contains methodological information for the 1994 survey; Appendix B contains detailed tables; Appendix C is the ARL benchmark listing; and Appendix D is a copy of the survey form. (AEF)

ED 422 032 JC 980 168

Quinn, Thomas J.
Perceptions of South Dakota Technical Institute Faculty and Administrators Concerning Technical Instructor Licensing.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Alternative Teacher Certification; College Faculty; *Knowledge Base for Teaching; Likert Scales; Mentors; Questionnaires; Standards; *Teacher Certification; Teacher Education; *Teacher Qualifications; *Teacher Surveys; Two Year Colleges; Vocational Education Teachers
IDENTIFIERS- *Administrator Surveys

This study was conducted to determine: (1) if technical institute faculty and administrators believe there should be state licensing for postsecondary technical institute faculty; (2) if technical faculty and administrators believe a licensing

*Part Time Faculty; *School Community Relationship; Teacher Role; Two Year Colleges

IDENTIFIERS- Colorado Community College and Occup Educ System; Pueblo Community College CO

This Part-Time Instructor Handbook provides information and guidelines to assist part-time teachers in meeting their instructional assignment. The report is based on state board policies of the Colorado Community College and Occupational Education System, as well as policies and procedures of Pueblo Community College in Colorado (PCC). The handbook's 11 sections are as follow: part-time instructor activity guide, policies and procedures, grades, evaluation of instructors, office services, discipline problems, support services, employment information, campus services, personnel directory, and divisions and curricula offerings. Covered in these sections are policies on course syllabi, class length, student/instructor attendance, classroom observation, student/instructor evaluations, instructional competencies, educational equipment available, financial aid, library activities, and safety awareness. PCC issues this handbook in order to implement through its teachers the mission of meeting the community's educational needs, providing personalized service, and acting as the primary source of job preparation, workforce development, and transfer programs. The handbook also dictates the college's core values of partnership, positive environment, diversity, achievements, teamwork, improvement, responsiveness and accountability. Appended are additional guidelines, class forms, class reports, and employment requirements. (AS)

ED 422 052 PS 025 707

The Early Years: Embracing the Challenges. 1997 Early Years of Schooling Conference Proceedings (Melbourne, Australia, July 20-21, 1997).

PUB DATE- 97

NOTE- 97p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Child Development; *Classroom Techniques; Cognitive Development; Computer Uses in Education; Day Care; *Early Childhood Education; Emergent Literacy; Foreign Countries; Grouping (Instructional Purposes); *Learning Processes; Literacy Education; Mathematical Concepts; Mathematics Instruction; Play; Poetry; Preschool Education; Program Evaluation; Teaching Methods; Transfer of Training; Writing Instruction; *Young Children

IDENTIFIERS- Australia; Challenge; Katz (Lilian G); Koori People; Reggio Emilia Approach

These conference proceedings comprise 19 papers and the plenary session presented at the Early Years Schooling Conference held in Melbourne, Australia. The plenary session was "A Developmental Approach to Teaching Young Children" conducted by Lilian Katz. The keynote addresses and breakout sessions were: (1) "Developmental Learning: How to Learn" (Heard, Stevens and Biddle); (2) "More Patterns in Poetry" (Hinchcliffe); (3) "Challenges of Understanding Children's Thinking" (Robbins); (4) "Impact of the Early Literacy Research Project" (Potter); (5) "Literacy Intervention P-2: Building a Solid Foundation" (Stanley); (6) "Teaching Readers in the Classroom" (Department of Education); (7) "Climbing the Language Mountain" (Crystal); (8) "Reggio Emelia in the Victorian Classroom" (Doig and Larkins); (9) "Towards a Love of Learning: Challenging our

Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 128p.; For 1996 edition, see ED 402 096. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; Children; Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Infant Mortality; Infants; Mental Health; Mortality Rate; Poverty; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Utah; Vaccination

This Utah Kids Count report examines statewide trends in the well-being of Utah's children. The statistical portrait is based on five general areas of children's well-being: (1) demographics; (2) health; (3) education; (4) safety; and (5) economic security. Key indicators in these five areas include the following: (1) population; (2) poverty; (3) family composition; (4) parents in the work force; (5) prenatal care; (6) infant mortality; (7) immunization rates; (8) low birth weight babies; (9) teenage mothers; (10) school meal program; (11) enrollment; (12) per pupil expenditure; (13) pupils per teacher; (14) dropout rates; (15) test scores; (16) idle teens; (17) child abuse and neglect; (18) teen violent death rates; (19) child death rates; (20) juvenile violent crime arrest rate; (21) divorce rate; (22) family employment program(AFDC); (23) child support data; and (24) licensed child care. Following a brief overview and discussion of the indicators, the first section provides information on the state as a whole. The second section, and bulk of the report, provides profiles for the 29 counties. Comparative data for 1994 and 1995 are provided, as are demographic data for 1990. The report highlights particular concern in the areas of prenatal care, low birth weight babies, dropout rates, and child death rates. The report ends with a listing of data sources and definitions.(SD)

ED 422 073 PS 026 706

Haven, Terry, Ed.
Measures of Child Well-Being in Utah, 1998. Measuring Success One Kid at a Time.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 189p.; For 1997 edition, see PS 026 705.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; *Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Health Insurance; Infants; Lunch Programs; Mental Health; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Utah; Vaccination

SPONS. AGENCY- New South Wales Board of Adult and Community Education, Sydney (Australia).
PUB DATE- 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Adult Programs; Case Studies; Community Colleges; *Community Education; Comparative Analysis; *Delivery Systems; Educational Demand; *Educational Economics; Educational Trends; Enrollment; Equal Education; *Financial Support; Foreign Countries; *Organizational Change; Program Costs; Questionnaires; Rural Areas; Rural Education; State Surveys; Trend Analysis; Two Year Colleges; Urban Areas; Urban Education
IDENTIFIERS- *Australia (New South Wales)

The financial operations of providers of adult and community education (ACE) in New South Wales, Australia, were examined in a conceptual and empirical study. Enrollment data were analyzed and case studies of three community colleges and two community adult education centers in metropolitan, coastal, and rural communities were conducted. Four types of indicators were developed and used to compare ACE providers' income and activity costs: income, expenditure, activity, and activity cost indicators. Current funding arrangements were found to be associated with diversity in providers' income and activity. The observed variation in providers' income and activity was only partly accounted for by providers' size and scale; the variation was also due to providers' situation and the nature of the locality where ACE was being delivered. Participation in ACE was, to a certain point, associated with higher levels of household income, qualifications, and population density. Several ways in which ACE's current funding scheme may act as a disincentive to equity were discussed. (The bibliography contains 19 references. Fifty tables/figures are included. Appended are the following: letters to providers requesting cooperation; provider expenditure profiles; database summary formats; questions for assessing in-kind contributions; and main postcodes of metropolitan providers.) (MN)

ED 421 617 CE 076 759

Educating Tomorrow's Workforce: A Report on the Semiconductor Industry's Commitment to Youth in K-12.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Demonstration Programs; *Education Work Relationship; Educational Improvement; *Electronics Industry; Elementary Secondary Education; *Manufacturing Industry; *School Business Relationship; *Semiconductor Devices

The U.S. semiconductor industry, now the nation's largest manufacturing industry, displays its commitment to training its current workers and educating future workers by supporting educational efforts on the K-12 level. This catalog describes innovative actions by 16 Semiconductor Industry Association companies to improve education at the K-12 level. Examples of these programs include the following: an integrated classroom and internship program; involvement in developing state workplace skills standards; support of Public Broadcasting System television series; and an international science and engineering fair. Projects from the following companies are

Adaptation of Existing Curriculum; PA Action Research Network: Staff Development; PA Adult Literacy Practitioner Inquiry Network: Building Capacity, Strengthening Links; Philadelphia Alternative Diploma Project; Preparing to Enter the Workforce: School-to-Work Model for Adults; Rural Co-Options for Lifelong Learning; School-to-Work; Standardizing Forms for Non-Metropolitan Literacy Providers; Statewide Staff Development: Adults with Learning Differences; Success Stories; Summer Institute: New Teacher Orientation; Summer Institute: Technology II; Transmission of Data through Technology; "What's the Buzz?"--Pennsylvania's Adult Basic and Literacy Professional Development Newsletter; and Work beyond GED. (Includes indexes of agency and descriptors.) (YLB)

ED 421 635 CE 076 884

Gay, Catherine
New Qualifications and Training Needs in Environment-Related Sectors. Synthesis of Studies Carried out in Austria, Belgium, Denmark, Spain, France, Greece, Italy and the United Kingdom.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Conservation (Environment); Education Work Relationship; *Educational Needs; Educational Research; Educational Trends; Emerging Occupations; *Employment Qualifications; Environmental Education; Environmental Technicians; Foreign Countries; International Cooperation; *Job Skills; Labor Market; National Surveys; Needs Assessment; Postsecondary Education; Public Health Legislation; Secondary Education; Synthesis; Trend Analysis; *Vocational Education
IDENTIFIERS- *Environmental Occupations; *Europe; Impact Studies

In 1995, Austria, Belgium, Denmark, France, Greece, Italy, Spain, and the United Kingdom conducted a total of 34 case studies to analyze the impact of measures to protect the environment on qualifications and occupations in environment-related sectors. The primary objective was to identify the possibilities for action and cooperation for the various social partners. In each country, experts were interviewed about model projects in eight fields. An analysis of all 34 case studies conducted established that the inclusion of new environment-related skills is needed at every level of qualification from decision maker to unskilled worker. New occupational profiles, including the following, were beginning to emerge: environmental officer, waste disposal facility supervisor, environmental consultant, and river maintenance operative. Although the new occupational profiles represented a larger share of environment-related skills, they were still based on existing qualifications and often required two areas of competence (one relating to the environment and the other relating to another occupation). The eight countries studied were addressing the need to equip workers with new skills in various ways, by including environment-related skills in initial vocational training and by creating continuing training courses. (Appended is a table summarizing the case studies.) (MN)

ED 421 636 CE 076 885

Business Systems and Technology 1.
PUB DATE- 98
NOTE- 179p.
LANGUAGE- English

and required materials. The mini report's cross-reference to Show-Me Standards uses words in its correlation of duty bands and task statements to knowledge (content) and performance (goals). Duty bands, task statements, knowledge, and performance are presented in statement format. (YLB)

ED 421 652 CE 076 909

Slider, Patty; Hodges, Kathy; Carter, Cea; White, Barbara
Computer Technology in Adult Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Basic Skills; Bilingual Education; Classroom Techniques; *Computer Uses in Education; *English (Second Language); *High School Equivalency Programs; Information Sources; *Internet; Learning Activities; Teaching Methods; *World Wide Web

This publication provides materials to help adult educators use computer technology in their teaching. Section 1, Computer Basics, contains activities and materials on these topics: increasing computer literacy, computer glossary, parts of a computer, keyboard, disk care, highlighting text, scrolling and wrap-around text, setting up text, databases, spreadsheets, how to tutor with the computer, and references for an introduction to computers course. Section 2, Interesting Websites for Teachers, consists of examples of and sites for the following: clip art, Yahoo!, PC Magazine's top 100 websites, reliable websites recommended for educators, K-12 connections, interesting sites for teachers recommended by the New York State Association for Computers and Technologies in Education, Mitchell's Bookmarks, Literacy Links, Internet Vocational and Technical Resources, social studies resources, science resources, SciEd--Science and Mathematics Education Resources, Ask Science Questions page, literacy websites, and vocational-technical education websites. Section 3, English as a Second Language (ESL), contains a list of ESL and bilingual education websites, games and activities for the ESL classroom, hints and tips for making ESL teaching easier and more fun, and crossword puzzles. Section 4, General Educational Development (GED) Preparation Resources, includes the following: a list of Internet resources; useful sites: software companies, teacher sites, and education resources; Blue Web'n Learning Sites Library; GED skill list; and sample lessons from the Internet. (YLB)

ED 421 653 CE 076 911

Education and Social Service Occupations and Clergy. Bulletin 2500-6.
PUB DATE- 98
NOTE- 41p.; Reprinted from the Occupational Outlook Handbook, 1998-99 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)

the development of children expands. As the program meets these challenges, it evolves towards a comprehensive, proactive, curriculum-based program central to the educational process. Evaluation of this program is reported in four parts: (1) "Context Evaluation," including the history of guidance and counseling, distribution of counseling positions, past studies of programs, past needs affecting current operation; governing policies, standards, guidelines, and regulations; role statement, and K-12 guidance and counseling goals; (2) "Input Evaluation," covering budget, sources of revenue, human resource expenditure; equipment, materials, supplies, training; community resources and district guidance advisory committee; (3) "Process Evaluation," detailing the impact of programs in elementary, middle school, high school, and district programs; building improvement objectives and outcomes, and honors/recognitions; and (4) "Future Planning." (Author/EMK)

ED 421 671   CG 028 599

Thomas, Laura K.; Chambliss, Catherine
Educating Students about Cultural Differences in Attitudes toward Women: Comparing American and Japanese College Students and Their Parents.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; College Students; Cross Cultural Studies; Cultural Influences; Females; *Japanese Culture; *Mothers; *North American Culture; *Parent Attitudes; *Parent Role; Sex Differences; Sex Role; Sex Stereotypes; Social Change

As Americans interact more and more with the Japanese on a national level, it will become increasingly imperative that the intricacies of Japanese culture and how it differs from American culture are understood. The primary goal of this research is to determine the differences between Japanese and American respondents' attitudes toward women and maternal employment. Generational and gender differences in both countries are also addressed. Six hypotheses are evaluated to assess the effects of nationality, generation, and sex on attitudes toward women and on attitudes about maternal employment. Japanese (N=89) and American (N=50) psychology students and their parents participated. The "Attitudes toward Women Scale" and the "Beliefs about the Consequences of Maternal Employment for Children" scale were employed. Demographic data was gathered from both students and parents. The completed questionnaire, involving both scales and demographic data in separate versions for parents and children, was translated by a native Japanese speaker. ANOVA results are presented in tables, for the scales; main and interaction effects are discussed and related to cultural differences. (Contains 23 references.) (EMK)

ED 421 672   CG 028 600

Levant, Glenn
Keeping Kids Drug Free: D.A.R.E. Official Parent's Guide.
PUB DATE- 98
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

that will challenge a student without causing frustration or loss of motivation. It discusses factors influencing ZPD reading levels which may cause teachers to adjust individual ZPD book levels up or down, noting that the teacher's professional judgment is critically important in establishing effective ZPD levels. Finally, the report discusses factors that cause discrepancies between ZPD guidelines and grade-equivalent scores, concluding that, because of home and classroom factors, an individual student's ZPD level can only be estimated. The report then presents a goal-setting chart for independent reading that includes grade equivalent scores, ZPDs, and point values expected from 60 minutes per day of independent reading. (SR)

ED 421 690 CS 013 256

How Accelerated Reader Quizzes Are Designed. Report from the Institute for Academic Excellence.
PUB DATE- 98
NOTE- 5p.; "Accelerated Reader" is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Reading Comprehension; *Reading Motivation; Standardized Tests; *Student Motivation; *Test Construction
IDENTIFIERS- *Accelerated Reader Program

This concise report begins with an overview of the Accelerated Reader (AR), a learning information system designed to help teachers manage literature-based reading. It goes on to describe how AR quizzes are designed to meet three main criteria: providing an efficient, unbiased assessment of reading comprehension; motivating students to practice reading; and giving teachers good information about the reading behaviors of students, to keep students reading within their zone of proximal development (ZPD), and to keep them succeeding as readers. A six-item bibliography is attached. (SR)

ED 421 691 CS 013 257

Paul, Terrance D.
Patterns of Reading Practice: How Differences in Reading Practice Explain Differences in Schools and Students. Why Every Student Has a Right to Sixty Minutes of TWI Time per Day.
PUB DATE- 96
NOTE- 33p.; Foreword by Keith J. Topping.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Reading Achievement; *Reading Habits; *Reading Instruction; Reading Programs; Reading Research; *Time on Task

A study examined reading performance data on 659,214 students in grades K-12 for the 1994-95 school year to determine the possible effect of literature-based reading practice on student performance in schools of various kinds. Using a computer-based testing program to measure student reading practice, the study compared the amount of practice students received in small and large schools as well as in private and public schools. It also observed the trends in reading practice across grades, and compared amounts of practice between high- and low-performing students based on standardized test results. Key findings include the following: (1) high school students on average

ED 421 710 CS 216 426

Dutcher, Violet A.
Technological Change and the Material Conditions of the Literate Practice of Medicine.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charts; Information Sources; *Medical Care Evaluation; Medical Education; *Patients; *Writing Processes; Writing Research
IDENTIFIERS- Exploratory Studies; *Medical Documentation; Medical Records; *Medical Writing; Writing Contexts

A study, to support the need for exploratory research, was designed to elicit a description of the medical chart located in its setting--the chart was looked "through" as a tool (as a means to an end to effect particular medical goals) and looked "at" itself as technology. This could provide a way to understand the relationship between the practice and the process of writing and material tools, a way to understand the relationship between the practice and the process of writing and technology. Data were collected from a medical college in the midwest with a multi-disciplinary work site associated with 16 hospitals. Features of the chart as a tool came directly from the sample chart in the student manual; 13 features, their descriptions, and instructions to predoctoral students enabled the identification of distinctive characteristics that make the medical chart a unique tool. Methodology for examination of the chart as technology involved listing its systemic complexities: its actions, uses, objects, participants, and goals. A complex array of issues involving knowledge control, textual production, and the jurisdiction of social disease accompanies the person to person interaction at the site--the technologizing of literacy. Moreover, the medical goal of providing optimum health care is not separated from the writing of this health care. Thus, the chart takes on a given shape not only because of standardization and specified, systematized procedures but also because it is tied to humans and their choices informed by ideological, political, economical, and ethical concerns. (NKA)

ED 421 711 CS 216 428

Kaufmann, Felice, Comp.; Kent, Jeannette, Ed.
Ideas Plus: A Collection of Practical Teaching Ideas. Book 16.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Creative Writing; Elementary Secondary Education; English Instruction; Language Arts; *Learning Activities; *Literature Appreciation; Student Motivation; Teaching Methods; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Ideas; National Council of Teachers of English

debates and that there will be disparity when confusing debates take place. The advantages of speed debate outweigh the disadvantages. A compromise on the issue of pulling debate communities back together again is to merge the debate programs and have one big debate community all striving for educational goals. Debaters can learn judicial preferences and cater to that. No matter what decision is made by individual schools as they choose their own communities, the goals they all share in the community should not be compromised. (Contains 10 references.) (RS)

ED 421 729 CS 509 871

Young, Michael W.
The Radio Play's the Thing: Teaching Text and Performance through Soundscripting.
PUB DATE- 96
NOTE- 5p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Boston, MA, March 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Higher Education; Instructional Effectiveness; Production Techniques; *Radio; Secondary Education; *Sound Effects; *Theater Arts
IDENTIFIERS- Hamlet; *Soundscaping

The technique of Soundscripting, the addition of sound cues and sound effects to the canonical pages of any play, is flexible enough to be done at no cost or with all the advantages of modern media. In class, the use of Shakespearean radio dramas or comedies can be effective. The long-term process in class involves four major steps and may take from a few days to a few weeks in and out of class. The steps are: (1) students in collaborative groups read their scenes out loud; (2) they designate and devise the sound effects that fit the text; (3) they render the sound effects alone with a question and answer period by an audience; and (4) they perform the text and sound effects. Key scenes in Shakespeare's "Hamlet" work well for this technique. Some warnings in selecting scenes are: some scenes are too well known and the audience may have a clear inflexible idea of what should be happening; the choices must be judicious because most classes will not have the people or the time to take on many scenes; and teams of students usually need a few roles to play, not a single one. Soundscripting could easily work with any text from any generation as a way to create a fuller effect of interpretation of a script within a classroom. (RS)

ED 421 730 CS 509 878

Jensen, Scott
Point of Information: Practical and Theoretical Concerns in Parliamentary Debate.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

characteristics each woman brings to her situation. The text looks at the ways that ethnic women, by virtue of their marginality, find useful ways to balance their home lives and professional lives. They learned to develop and establish webs of support, and they resisted suppression and injustice through nonconfrontation. Four themes resound throughout the text: the pervasive sense of differences; the determination and courage; a sense of compassion for children; and the redefinition of power and authority by developing relationships among equals. The women represent a diverse mix: Filipina, Latina, Cuban, lesbian, Japanese American, African American, Tamil Indian, and Chinese American. Each woman, by relating her personal stories, affords an unusual peek into the qualities of leadership and into personal and professional attributes grounded in gender and ethnicity. (Contains approximately 110 references.) (RJM)

ED 421 749   EA 029 138

Lockwood, Anne Turnbaugh
Character Education: Controversy and Consensus. Controversial Issues in Education Series.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Controversial Issues (Course Content); Elementary Secondary Education; *Ethical Instruction; Ethics; Moral Values; Values; *Values Education
IDENTIFIERS- *Character Education

This book draws on conversations with six individuals, each of whom offers a distinct approach to character education and speaks to the problems and the practical side of designing, implementing, and evaluating character education. The text opens with an overview of character education, exploring what it is, moral dilemmas, goals, and criticisms. It then presents six conversations, with a chapter devoted to each. Chapter 1, "Character Education and the Hard Business of School," looks at psychology versus the development of character, parenting and character, and a study of virtue. The second chapter, "The Current Condition of Character Education," discusses program diversity, elementary versus secondary programs, and the volatility of character-education programs. Chapter 3 examines "Character Education and Its Prospects for Success," whereas chapter 4 details "Character Education in the Classroom," focusing on teachers, moral dilemmas, and reflective practice. The last two chapters, "A Grassroots Character Education Program," and "Schoolwide Character Education," discuss ways to develop a program, the choice of materials, and program effectiveness. (RJM)

ED 421 750   EA 029 139

Daft, Richard L.; Lengel, Robert H.
Fusion Leadership: Unlocking the Subtle Forces that Change People and Organizations.
PUB DATE- 98
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

The report has eight sections. Section A briefly examines the link between the national education systems and internationally comparable statistics. Sections B (enrollment), C (new entrants to higher education), and D (graduates) deal with students in 1993/94. Section E focuses on educational attainment levels of the population in 1995. Section F looks at teaching staff in 1993/94. Section G provides a time series for certain variables (enrollment trends, female participation, and vocational education enrollment) for 1975/76-1993/94. Section H contains demographic data, including population scenarios up to the year 2020. The publication is written in German, English, and French. (MLH)

ED 421 769 EA 029 163

Langston, Randall; McClain, Glenn; Stewart, Betty; Walseth, Jerry
An Exploration of Strategies which Elementary Principals New to Their Schools Use To Learn about Their School Culture.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Principals; *Cultural Awareness; Elementary Education; *Information Networks; Interpersonal Competence; Interviews; *Learning Strategies; Qualitative Research; *School Culture; Work Environment
IDENTIFIERS- Colorado

This qualitative study asked three elementary principals what they did to learn about their school's culture, what informative sources were available, and what hindered their progress. The two principals having a successful year were aware of and responded to school culture; employed various strategies for gathering information from numerous sources; accessed a rich support network; identified themselves as their schools' leaders; maintained an enriched, orderly school environment; and had multiple, successful experiences involving their entire school communities. The principal intending to leave accessed few information sources; did not perceive the existence of a support system; identified personal, rather than school successes; perceived herself as a reading teacher, not a school leader; and was employed in a disorganized, unpleasant environment. The study implies that new principals should: develop an extensive information network; access a variety of support sources; distill and articulate the root meaning of culture; and understand the school's culture. Study limitations and recommendations are discussed. (MLH)

ED 421 770 EA 029 166

Study of Teacher Evaluation and Dismissal: Recommendations for 1998. Report to the Colorado General Assembly. Research Publication No. 429.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Contracts; Elementary Education; Program Effectiveness; *State Legislation; *Teacher Dismissal; *Teacher Evaluation; *Teacher Rights
IDENTIFIERS- *Colorado

The Interim Committee on Teacher Evaluation and Dismissal was

ED 421 788 EA 029 201

O'Neil, John, Ed.; Willis, Scott, Ed.
Revitalizing the Disciplines. The Best of ASCD's "Curriculum Update".
PUB DATE- 98
NOTE- 287p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Curriculum Development; Elementary Secondary Education; Health Education; *Language Arts; *Mathematics Education; Music Education; Physical Education; *Science Education; Second Languages; *Social Studies; Standards
IDENTIFIERS- Authentic Learning; *Curriculum Update (ASCD)

Since the 1980s, several major trends have impelled educators to make especially significant changes to the K-12 curriculum in the various subject areas. Calls to provide students with "authentic" and interdisciplinary learning experiences, upgrade standards, and help all students achieve at a high level are affecting curriculum content and organization. The articles in this book were originally published in "Curriculum Update," a quarterly newsletter of the Association for Supervision and Curriculum Development, and are directed at a broad audience of educators. The articles provide background information and practical ideas for pursuing the elusive goal of a "state-of-the-art" curriculum. Contents have been arranged according to seven subject areas: language arts, mathematics, social studies, science, the arts, world languages, and health and physical education. (MLH)

ED 421 789 EA 029 203

Edmunds, Francis
Renewing Education: Selected Writings on Steiner Education.
PUB DATE- 92
NOTE- 129p.; Published by Hawthorn Press.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Philosophy; *Educational Practices; Elementary Secondary Education; Equal Education; Experiential Learning; Foreign Countries; *Progressive Education
IDENTIFIERS- *England; Idealism; Steiner (Rudolf); *Waldorf Schools

Having taught for nearly 30 years in Britain's first Rudolf Steiner school, Francis Edmunds founded Emerson College, an adult education and teacher training center where he was active until his death in 1989. This book contains a collection of Edmunds' writings on Steiner education mostly excerpted from "Child and Man," "The Michael Hall Journal," and "Tomorrow's Agriculture." Whether the subject is educational principles or classroom activity, child development, the teacher's role, or individual subjects, Edmunds worked from the premise that "Education should be the greatest art of all." Essays include "The Call," "Questions from Mexico on Rudolf Steiner Education," "Eight Years with the Same Class Teacher," "Religion, Art, and Science," "Feeling in the Growing Child," DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Evaluation Methods; Models; Rehabilitation; *Student Evaluation; Technology; *Visual Impairments; Vocational Education; Vocational Rehabilitation

This paper offers a method for evaluating individuals with visual impairments to determine the use of appropriate assistive technologies. The method is based on the HAAT model, which concentrates on the interaction of three factors: Human, Activity, and Assistive Technology. The evaluation process involves six steps: referral and intake, initial evaluation, recommendations and report, implementation, follow-up, and follow-along. Applied specifically to the vocational referral process, the assistive technology evaluation involves obtaining the individual's relevant records and dealing with such complicating factors as failure to include the assistive technology evaluation as part of the Individualized Education or Rehabilitation Plan and lack of statements from persons integral to the application of assistive technology. Also considered are evaluation of the individual's receptive and expressive communication and familiarity with aspects of technology, such as personal computer monitor settings, ability to use a mouse, and ability to use a keyboard. Some guidelines for writing the evaluation report are also given. (DB)

ED 421 809 EC 306 565

Meyen, Ed
Preparing Leadership Personnel for an Increasingly Diverse World: From a Higher Education Perspective.
PUB DATE- 98
NOTE- 16p.; Paper presented at the OSEP Leadership Training Conference (Washington, DC, July 15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Departments; *Disabilities; Educational Trends; Graduate Study; *Higher Education; *Interdisciplinary Approach; *Leadership; *Research and Development; *Special Education; Teacher Educator Education; Trend Analysis

This paper addresses concerns about effects of current changes in higher education on development of leadership personnel (professors and researchers) in special education. It suggests that current changes are a consequence of external expectations and a failure of faculty to protect the cultural values of academia. The prominent role of departments of special education in the interdisciplinary study of disability as well as income generation is noted, as is the influence of federal investment in leadership preparation since 1958, and the passage of Public Law 85-926, the "Training of Professional Personnel for the Education of Mentally Retarded Children" Act. The paper goes on to list major trends in higher education since this law and concludes that special education programs within universities are highly vulnerable unless they persist as research and development academic units with an interdisciplinary focus on disability. Among 10 recommendations are: (1) keeping an R&D focus, (2) resisting restructuring that diminishes the special education identity, (3) remaining interdisciplinary, and (4)recognizing the importance of collegiality within the department. (DB)

ED 421 810 EC 306 566

PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; *Inservice Teacher Education; Knowledge Base for Teaching; *Low Incidence Disabilities; Postsecondary Education; *Preservice Teacher Education; Program Descriptions; *Severe Disabilities; *Teacher Certification; Training Methods

This final report describes the federally-funded Transition Challenge-North Carolina Project (TRAC-NC), a project that prepared 45 newly qualified individuals to serve students with low-incidence disabilities over the last four years. The project provides: (1) add-on certification and/or master's degree training to persons preparing to teach individuals with low-incidence disabilities (100 students are currently TRAC-NC scholars); (2) supplementary training to add-on certification and/or master's degree students to assure depth of knowledge in several specific areas of low-incidence disabilities; (3) an extensive library of print and video resources regarding low-incidence disabilities; and (4) a permanent masters degree program within the Special Education Department of the School of Education at East Carolina University. The project has also been approved by the North Carolina Department of Public Instruction as a teacher-training site for certification in the area of severe/profound disabilities. Courses specifically designed for the TRAC-NC program include: Introduction to Low Incidence Populations, Methods and Curriculum in Elementary and Transition Programming for Students with Low Incidence Disabilities, Methods and Curriculum for Secondary Programming and Competitive Employment for Students with Low Incidence Disabilities, and six hours of supervised intern experience in programs for students with severe/profound disabilities. (CR)

ED 421 828 EC 306 588

Senge, Jeffrey C.
Building a Bridge to College Success in K-12.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 5p.; Paper presented at the California State University-Northridge Annual Meeting (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); Computer Uses in Education; *Curriculum Design; Educational Technology; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Mathematics Instruction; *Preservice Teacher Education; *Science Instruction; *Visual Impairments
IDENTIFIERS- *California State University Fullerton

This paper presents some possible reasons why persons with visual impairments are under-represented in the fields of mathematics and science, including insufficient general preparation for higher education during the K-12 years and the lack of effective alternative instructional materials and methods available to a person with a visual impairment in math and science once they reach college. A four-unit graduate course entitled "Adaptive Technology and Visual Impairments," located results of art therapy can be scanned, incorporated into a presentation file, and then featured in a variety of formats. (CR)

ED 421 846 EC 306 619

Cooley, Elizabeth
Developing and Evaluating Interventions Aimed at Increasing Retention of Special Education Teachers (Teacher Support & Retention Project). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Intervention; Peer Relationship; Postsecondary Education; Program Effectiveness; *Special Education Teachers; *Stress Management; *Teacher Burnout; *Teacher Collaboration; Teacher Morale; *Teacher Persistence; Teacher Workshops; Teaching Conditions

This final report describes the activities and outcomes of a 3-year federally funded project that developed and evaluated interventions aimed at increasing retention of special education teachers. The interventions developed and evaluated consisted of: (1) a series of stress management workshops aimed at preventing or alleviating teacher burnout, and (2) a peer collaboration program designed to facilitate supportive collegial interactions among pairs of teachers regarding work-related problems. A modified cross-over design, in which 92 special educators were randomly assigned to either of two treatment groups or a wait-list control group, was used to evaluate the interventions' effects on factors correlated with actual turnover. The intervention package was developed, implemented, and evaluated in one site during the first 15 months of the project, and was then replicated in the study's second year at another site. After participating in the 10-week, two-part program that consisted of stress management and peer collaboration, participants felt less burned out, and felt more satisfied with and committed to their jobs. The report contains an overview of the problem of high turnover rates in special education, the specific goals and objectives of the project, and the research findings. (Contains 54 references.) (CR)

ED 421 847 EC 306 620

Residential Child Care Institutions (RCCI) Food Services Manual.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 97
NOTE- 253p.; Adapted and expanded by the State of Idaho Department of Education from the manual produced by the State of Florida Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Federal Regulation; *Food Service; *Food Standards; *Nutrition; Preschool Education; *Recipes (Food); Residential Programs;

and Improving 'Total Communication'" (Zahida Alam, Gill Benzinski); "'Miss, They Might Be Stars!'" (Sharon Hogan, Farhat Aziz, Shelly Fingret, Claire Ackroyd); "Improving Oracy" (Yasmin Ali, Karen Westcott); and "Understanding and Writing Non-Fiction Texts" (Pauline Mitchell). (MSE)

ED 421 866 FL 025 366

Ellis, Rod
SLA Research and Language Teaching.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Research; Classroom Techniques; Curriculum Design; Grammar; *Language Research; *Learning Theories; *Linguistic Theory; Pragmatics; Second Language Instruction; Second Language Learning; Student Evaluation; Teacher Role; *Theory Practice Relationship

This book discusses how second language acquisition (SLA) research can illuminate language pedagogy, and suggests four main roles for the SLA researcher: developing relevant theories; conducting classroom research; making research accessible to teachers; and facilitating action research. The first chapter outlines a number of different perspectives on this issue, and subsequent chapters address the various perspectives. Topics include these: the nature of grammar teaching and learning; options in grammar teaching; how instructed language learners acquire the kind of linguistic and pragmatic knowledge needed to produce correct and appropriate second-language sentences; the structural syllabus and second language acquisition; acquisition-compatible grammar tasks; the relationship between opportunities for production in a classroom setting and the development of requests; the teacher as researcher; use of focused communication tasks; and micro-evaluation of task completion. A concluding chapter discusses difficulties in applying research-based knowledge in the classroom. (Contains 541 references.) (MSE)

ED 421 867 FL 025 367

Scovel, Thomas
Psycholinguistics. Oxford Introductory to Language Study.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; Comprehension; *Language Acquisition; *Language Maintenance; *Language Processing; *Language Research; Language Role; *Linguistic Theory; *Psycholinguistics; Second Language Learning

This brief survey of the field of psycholinguistics is intended for both students and anyone interested in language. It contains a summary overview of the main features of this area of language study: scope and principles of inquiry; basic concerns; and key concepts. Chapter topics include: language acquisition (first words, the birth of grammar, evidence or the innateness of language ability, linguistic creativity, stages of linguistic development); language production (conceptualization, formulation, articulation, self-monitoring); comprehension (of sounds, words, sentences,

PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Business Communication; *English for Special Purposes; Ethnography; Higher Education; *Journal Writing; *Language Patterns; Language Research; *Linguistic Theory; *Research Methodology; Second Language Instruction

This study investigated the usefulness of reflective journals and ethnographic data collection methods in studying the learning experience of business English students. Subjects were two students, one Japanese and one German, observed in both business English and general English classes. The researchers were two collaborating teachers. Problems and advantages associated with both research methods are analyzed. It is concluded that the two methods allow for the emergence of hypotheses, many of them context-specific, that can be further investigated using similar or other techniques. One hypothesis formed in this study was that the learner's increasing comfort with the learning environment has a favorable effect on learning up to a point, after which the effect is either neutralized or operates negatively; a subsequent research question for this hypothesis would center on discovering the optimum length of study for students in these courses. (Contains 16 references.) (MSE)

ED 421 889 FL 025 393

Parkinson, Brian
Translator, Traitor, Source of Data: Classifying Translations of "Foreign Phrases" as an Awareness-Raising Exercise.
PUB DATE- 98
NOTE- 15p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classification; Classroom Techniques; *Discourse Analysis; *Language Patterns; Language Research; Linguistic Theory; Second Language Instruction; *Second Languages; *Translation

A system for classifying (coding) translations of sentence-length or similar material is presented and illustrated with codings of entries in the "Dictionary of Foreign Phrases and Classical Quotations." Problems in coding are discussed, relating especially to intertextuality, intention, and ownership. The system is intended for pedagogic use, and the place of such classifying activities within advanced second language courses involving translation is considered. Using this approach, students are encouraged to adopt a relatively non-judgmental, descriptive attitude toward particular translations, but also to question the general ideology of a book such as the one analyzed here and to explore implications for their own learning. (Contains 26 references.) (Author/MSE)

ED 421 890 FL 025 394

Parkinson, Brian; Sandhu, Parveen; Lacorte, Manel; Gourlay, Lesley
To Code or Not To Code?
PUB DATE- 98
NOTE- 20p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Classroom Communication; Classroom

NOTE- 116p.; For the previous edition, see ED 400 757.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Rank (Professional); *Academic Standards; Access to Education; Admission Criteria; Budgets; Classrooms; *College Faculty; *College Students; Degrees (Academic); *Educational Facilities; *Educational Finance; Educational Research; Enrollment; Higher Education; Publications; Research; School Buildings; School Holding Power; State Surveys; *State Universities; Student Costs; Tables (Data); Tenured Faculty
IDENTIFIERS- Georgia

This report provides a wide range of comparative and historical data on the 34 state institutions of higher education in Georgia for the period 1995-97. Data tables are grouped into the following categories: general information; students; academic information; faculty and staff; financial information; facilities; research; and continuing education and public service. Enrollment data includes headcount and full-time equivalent enrollment; enrollment by class, race, gender, and declared major; student characteristics; off-campus enrollment; residency; first-year retention rates; system transfers; and graduation rates. Academic data includes credit hours generated by division, degrees conferred by discipline and level and by institution, external degree programs, library additions, and admissions and academic policies and programs. Faculty data include full-time faculty by rank, tenure status, highest degree, and employment status. Financial information includes revenues and expenditures for current operations and capital outlays, general revenues and expenditures, and student and other mandatory fees. Data on facilities include capital outlay appropriations, building and land holdings, inventory of area by classification, and student housing capacity. Data on research activities include research and public service activities and contracts and grants received. Continuing education data covers programs and participants by institution. Appended are notes on institutional name changes. (Contains 30 references.) (MAB)

ED 421 910 HE 031 431

Mauch, James E.; Birch, Jack W.
Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty, Fourth Edition, Revised and Expanded. Books in Library and Information Science Series.
PUB DATE- 98
NOTE- 335p.; For the previous edition see ED 370 506.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Academic Advising; *Doctoral Dissertations; Faculty Advisers; Graduate Study; Higher Education; *Masters Theses; Proposal Writing; Research Design; Research Proposals; Study Skills; Supervision; Theses; Writing for Publication

This guide for graduate students and their supervising university faculty provides practical advice for writing and supervising the thesis or dissertation. The guide is based on input from interviews with more than 100 supervising faculty members as well as other sources. Among changes in this edition are an covers the underlying principles of assessment, examining its purposes, assessment criteria, and the nature of good feedback. Part 2 explores various methods of assessment open to teachers, differentiating between methods, instruments, and sources of assessment, and outlines the main assessment methods. Part 3 covers three main sources of assessment: the students themselves (self-assessment), their peers, and the use of computers in assessment. Part 4 describes ways in which assessment methods may be used, highlighting the implementation of objective tests, short-answer questions, exams and tests, extended written work, oral work and class assignments, performance tests, projects, and problem-solving assignments. In Part 5 the discussion of recording, collecting, and reporting on assessment efforts covers diaries, logs, journals, video recordings, portfolios, reports on the learner's own work, and projects. Part 6 explores how to prepare students for assessment, ensure fairness, prevent cheating, manage workloads, and make changes to assessment arrangements. (Contains 88 references.) (MAB)

ED 421 930   HE 031 452

Haines, Michael P.
A Social Norms Approach to Preventing Binge Drinking at Colleges and Universities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; College Environment; *College Students; Drinking; Higher Education; *Mass Media Effects; Mass Media Role; Mass Media Use; *School Newspapers; School Role; *Student Attitudes; Student Behavior; Student Reaction; Student Welfare; Surveys
IDENTIFIERS- *Binge Drinking; Northern Illinois University

This document describes an effort to change perceptions of social norms and examines the effect of this change on binge drinking and alcohol-related problems at Northern Illinois University (NIU). The first section of the report discusses the historical and theoretical basis for this approach to prevention. The next section describes a campus-based mass media campaign designed to change student perceptions of drinking norms implemented by NIU after the failure of a more traditional alcohol abuse prevention program. The document describes in detail the methods used for this program. Sample media messages are provided, along with a discussion of the effects of student focus groups and research on the cost effectiveness of mass media programs. The report also addresses applications of the approach to different campus settings, including commuter schools, schools without newspapers, and small-enrollment colleges. Suggestions for applying the model to women, athletes, fraternity and sorority members, and ethnic minorities are also offered. During the course of the campaign, NIU students reported reduced binge drinking for each of six years measured for this report, as well as fewer alcohol-related injuries to self and fewer injuries to others. Appendices include an annual budget for the program and copies of survey instruments. (Contains 19 references.) (MAB)

ED 421 931   HE 031 453

ED 421 950 HE 031 488

Racial and Ethnic Differences in Participation in Higher Education. Indicator of the Month.
PUB DATE- 98
NOTE- 4p.; Extracted from "The Condition of Education 1997"; see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *Black Students; Enrollment Rate; *Enrollment Trends; *Ethnic Groups; Higher Education; *Hispanic Americans; Minority Groups; *Racial Differences; Statistical Data; Student Participation; Tables (Data); Two Year Colleges

This brief report summarizes data on racial and ethnic differences in participation in higher education. Major findings include: (1) between 1993 and 1995, white high school graduates aged 18-24 enrolled in college at a rate 9 percentage points higher than blacks and Hispanics; (2) between 1972 and 1995, the college enrollment rate for whites aged 18-24 grew 11 percent and for blacks 8 percent; (3) between 1993 and 1995, enrollment rates in two-year institutions were similar for white and black high school graduates and higher for Hispanics; however, both blacks and Hispanics were substantially less likely than whites to be enrolled in four-year institutions; and (4) enrollment rates for high school graduates aged 25 or older were much lower than for those aged 18-24; these rates were similar for whites, blacks, and Hispanics. A chart and two graphs show the percentage of high school graduates enrolled in college, by age and race/ethnicity for selected years from 1972 through 1995. (DB)

ED 421 951 HE 031 489

Marincovich, Michele, Ed.; Prostko, Jack, Ed.; Stout, Frederic, Ed.
The Professional Development of Graduate Teaching Assistants.
PUB DATE- 98
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Evaluation; Foreign Students; *Graduate Students; Graduate Study; Higher Education; *Professional Development; Teacher Education; Teacher Educators; *Teaching Assistants; Teaching Methods; Teaching (Occupation); Technology Transfer; Training Methods

Sixteen papers address the training and professional development of graduate teaching assistants. The papers are: (1) "Preparing Graduate Students To Teach: Past, Present, and Future" (Nancy Van Note Chism); (2) "The Role of Centralized Programs in Preparing Graduate Students To Teach" (Jacqueline A. Mintz); (3) "The Disciplinary/Departmental Context of TA Training" (Shirley A. Ronkowski); (4) "Thinking Developmentally about TAs" (Jody D. Nyquist and Jo Sprague); (5) "Creating a Foundation for Instructional Decisions" (Marilla D. Svinicki); (6) "TA Training: Strategies for Responding to Diversity in the Classroom" (Matthew L. Ouellett and Mary Deanne Sorcinelli); (7) "Getting Started with TA Training on Your Campus" (Frederic Stout); (8) "Teaching Teaching: The Importance of Courses on Teaching in TA Training Programs" (Michele Marincovich); (9) "International TA Training and Beyond: Out of the Program and Into the Classroom" (Ellen Sarkisian and Virginia Maurer); (10)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Computer Literacy; *Computer Uses in Education; Curriculum Development; Educational Administration; Educational Development; Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; Instructional Improvement; National Programs; *National Standards; Preschool Education
IDENTIFIERS- Technology Integration; *Technology Utilization

The primary goals of the National Educational Technology Standards (NETS) project is to enable stakeholders in PreK-12 education to develop national standards for the educational uses of technology that will facilitate school improvement in the United States. The NETS Project will develop standards to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support PreK-12 education. The Technology Foundation Standards for Students contained in this document are the first step in the NETS Project. The standards are divided into six broad categories: (1) basic operations and concepts; (2) social, ethical, and human issues; (3) technology productivity tools; (4) technology communications tools; (5) technology research tools; and (6) technology problem-solving and decision-making tools. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students, described for the following grade ranges: PreK-12, 3-5, 6-8, and 9-12. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills. Also included are a list of the NETS partner organizations, the NETS Standards Development Team, and an order form. (AEF)

ED 421 972 IR 018 944

Morgan, Konrad; Morgan, Madeleine; Hall, John
Personal and Interpersonal Development of Humans in High Technology Environments.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Biannual Meeting of the International Society for the Study of Behavioral Development (ISSBD) (15th, Bern, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Anxiety; *Computer Attitudes; *Computer Interfaces; Computer System Design; Futures (of Society); *Individual Development; Individual Differences; *Information Technology; Literature Reviews; *Man Machine Systems; *Psychological Characteristics; Self Actualization; Success; Technological Advancement
IDENTIFIERS- Computer Use; Computer Users; Multimedia Technology; *Technology Utilization

This paper discusses psychological effects associated with the latest technology in computer interfaces. Emphasis is given to issues involved with multi-media systems and the development of the self on emotional, intellectual, and social levels. A review of technology attitudes and individual differences is presented in relation to the voluntary use of technology; this is contrasted with psychological measures associated with the rejection of technology. Consideration is given to which psychological measures are typically cited by the literature as the state-level offices and in higher education institutions in the West. Also included is a table summarizing the states' policy data, and contact information for each state's higher education agency. Two appendices contain: (1) "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs," developed by representatives of the states' higher education agencies, higher education institutions, and the regional accrediting community; and (2) "Project Overview and Implementation Options."

ED 421 991   IR 018 970

Good Practices in Distance Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Distance Education; *Educational Quality; *Extension Education; External Degree Programs; *Higher Education; Information Policy; Institutional Evaluation; Open Universities
IDENTIFIERS- Western Cooperative for Educ Telecommunications

This is a publication of a 3-year Western Cooperative for Educational Telecommunications project, "Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs," designed to foster an interstate environment that encourages the interstate electronic delivery of quality higher education programs. After an introductory chapter, chapter 2 contains a copy of the "Principles of Good Practice in Electronically Offered Academic Degree and Certificate Programs." The Principles are the first set of basic standards for reviewing distance education programs offered via technology. They have been endorsed by a number of higher education governing and policymaking bodies in the western United States, as well as by the regional accrediting community. Chapter 3 contains descriptions of programs that were nominated by the higher education agency in the states in which they are located as exemplifying good practices in distance education. These programs originate from the following schools: Bellevue Community College, WA; California State University, Chico, CA; Oregon Health Sciences University; Red Rocks Community College, CO; University of Alaska Southeast; University of Arizona; University of Hawaii; University of Montana; University of Phoenix, AZ; University of Wyoming; Utah State University; and Washington State University. Chapters 4-10 discuss good practices in the following areas: curriculum and instruction; institutional role and mission; faculty support; resources for learning; student services; commitment to support; and evaluation and assessment. The publication also contains contact information for each featured program. (DLS)

ED 421 992   IR 018 971

Zuniga, Etter; Krauth, Barbara
Quality Assurance in Distance Education.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB DATE- 98
NOTE- 182p.; "Contributors: Araby Greene, Anita White-Carter, Ellie Marsh, Leith Tate, Helen Wykle."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Government Publications; Guidelines; Higher Education; Internet; Library Catalogs; *Library Collections; *Library Instruction; *Library Materials; Periodicals; Reference Materials; Research; User Needs (Information); World Wide Web
IDENTIFIERS- *University of North Carolina Asheville

This handbook is designed for users of the D. Hiden Ramsey Library at the University of North Carolina at Asheville "make sense" of library research. Guidelines and information are divided into eight chapters: (1) "Using the D. Hiden Ramsey Library"; (2) "Developing a Library Research Strategy"; (3) "The Library Catalog and Other Electronic Databases"; (4) "Finding Information in Periodicals"; (5) "The Reference Collection"; (6) "Using the Internet and World Wide Web for Research"; (7) "Government Information"; and (8) "Other Formats and Collections: The Media Center and Special Collections." Appendices include sample exam questions (Library Research 102), the Library of Congress Classification System, Ramsey Library locations, and style manuals and information on formatting a bibliography. (AEF)

ED 422 013 IR 057 137

Tucker, John Mark, Ed.
Untold Stories: Civil Rights, Libraries, and Black Librarianship.
PUB DATE- 98
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Black Leadership; *Blacks; *Civil Rights; *Librarians; Library Collections; *Library Science; Library Services; Minority Groups; Users (Information)
IDENTIFIERS- African Americans; *Library History

Contributors to this volume shed light on old stories and focus attention on new issues relating to civil rights, libraries and black librarianship. Papers deal with such topics as people who taught others to read, people who founded libraries and those who supported them, library organizers and library users, people who wrote and edited books for librarians to add to collections, and people who demonstrated courage and skill amidst the less commendable actions of others. Papers are divided into three main sections: "Legacies of Black Librarianship"; "Chronicles from the Civil Rights Movement"; and "Resources for Library Personnel, Services, and Collections." (Includes a list of contributors and an index.) (AEF)

ED 422 014 IR 057 138

Cibbarelli, Pamela R., Comp.; Nixon, Carol, Comp.
IOLS '98. Proceedings of the National Conference on Integrated Online Library Systems (13th, New York, New York, May 13-14, 1998).
PUB DATE- 98
NOTE- 161p.

process similar to that used in other non-teaching professions should be implemented; and (3) what features faculty and administrators prefer in licensing regulations. The survey instrument contained multiple choice questions in a Likert scale response format, and questioned 363 faculty and administrators employed at all four public technical institutes in South Dakota. Results indicated that both administration and faculty perceive there should be a state licensing process. However, respondents stated they do not believe licensing will provide more job security, provide increases in salary, promote technical skill growth, or help beginning instructors. There was disagreement on the premise that a licensing process similar to the medical or legal profession would improve education. Faculty and administrators supported the idea of a mentoring program for beginning teachers, and agreed that work experience should count toward obtaining a license. Faculty were willing to accept the responsibility of governing the licensing process at their institutions. Study results also suggested that standards for licensing technical institute instructors should be different than those for K-12 teachers. Contains recommendations, the survey instrument and related items, and 19 references. (EMH)

ED 422 033 JC 980 286

Seibert, Charles H.
On the Ethics of Employing Adjunct Faculty.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjunct Faculty; *Community Colleges; *Employment Patterns; Ethics; *Faculty College Relationship; Higher Education; Job Satisfaction; *Part Time Employment; Personnel Policy; *Substitute Teachers; Two Year Colleges

At many higher education institutions, there is increasing reliance on the services of part-time, instead of full-time, faculty. This article presents critical information on the ethics of employing these adjunct faculty, a trend that is especially prominent in community colleges. The paper's introduction discusses adjunct wages, working conditions, hiring agreements, and benefits. Section 2 presents ethical objections to the use of adjuncts, with subsections that set the stage for more specific arguments, coached in economic terms, against the policy of adjunct employment. Section 3 suggests a limited use of adjuncts that might be acceptable, and section 4 considers other issues concerning the use of adjuncts, such as cost implications, effects of eliminating adjuncts on the tuition structure, effects of heavy reliance upon adjuncts, and the governance implications of a large adjunct teaching force. (AS)

ED 422 034 JC 980 338

Perkins, Mary E.
Community Colleges and the Transfer Function.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Preschool Children" (Margetts); (10) "Challenging All Children in a Mixed Ability Classroom" (Nelson and Fyfe); (11) "Education and Enlightenment: Koorie Education, from Birth and Beyond" (Department of Education); (12) "Parents Supporting Readers" (Department of Education); (13) "Adding Growth Rings: Additional Insights into the Art of Teaching Writing" (Bolton); (14) "Promoting the Growth of Mathematical Thinking in Young Children" (Mulligan); (15) "Early Years Can Tackle the Issues for Later Years" (McNicol); (16) "Windows and Doors: Computers in Early Literacy Programs' (Graham and Oxenbould); (17) "Children Learning to Write in Preschool" (Reynolds); (18) "Implementing the CSF through Play Sessions" (Wilson); and (19) "Implementing a Structured Classroom Literacy Program: A Small School's Experience" (Maine and Kliman). Each paper contains references. (KB)

ED 422 053 PS 026 073

Moomaw, Sally
More Than Singing: Discovering Music in Preschool and Kindergarten.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Audiotape Recordings; Classroom Techniques; Early Childhood Education; Integrated Curriculum; Kindergarten; Kindergarten Children; Movement Education; Multicultural Education; *Music; *Music Activities; Music Appreciation; *Music Education; Musical Instruments; Physical Disabilities; Preschool Children; Rhythm (Music); *Singing

This book contains over 100 music activities to help teachers, child care providers, and parents bring the joy, theory, and practice of music to young children. An introductory chapter is followed by chapters on songs, rhythm, instruments, music centers, movement, music throughout the day, and group times. Chapters 2 through 8 each contain two sections--answers to questions that teachers frequently ask and activities that help children construct knowledge about sound and music. Photographs of instruments and whole-language extensions accompany guidelines on how to construct the materials. The cassette tape that accompanies the book contains all of the songs and rhythms described in the activities. The book suggests ways that music can be used for exploring multicultural dimensions in curriculum. Suggestions are also given for modifying music activities for children with disabilities. A "Resource Information" section lists the books and recordings mentioned in each chapter. (LPP)

ED 422 054 PS 026 095

Lindeman, David P.; Adams, Tracy
Shining Bright: Head Start Inclusion. Videotape .
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 96
NOTE- 0p.; Manual and video developed as part of the Head Start Integration, Training, and Support Systems for Children with Severe Disabilities Project.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

This Kids Count report details statewide trends in the well-being of Utah's children. The statistical portrait is based on five general areas of children's well-being: (1) demographics; (2) health; (3) education; (4) safety; and (5) economic security. Key indicators in these areas include: (1) family composition; (2) prenatal care; (3) infant mortality; (4) low birth weight; (5) teen pregnancy; (6) immunizations; (7) mental health; (8) health insurance; (9) youth risk behavior; (10) per pupil expenditure; (11) pupils per teacher; (12) dropout rates; (13) test scores; (14) child abuse reports; (15) juvenile offenses; (16) injury hospital discharges; (17) child death rates; (18) violent child death; (19) divorce; (20) poverty; (21) working parents; and (22) median household income. Following a brief overview and discussion of the indicators, the report's first section provides information on the state as a whole. The second section, the bulk of the report, provides profiles for Utah's 29 counties. Comparative data for the period 1995 and 1996 are provided, as are demographic data for 1990 and 1994. The report concludes with a listing of data sources and definitions. (SD)

ED 422 074 PS 026 707

Nezlek, John B.; Galano, Joseph; Gholston, Susan E.
KIDS COUNT in Virginia 1996: Kids and Communities.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 714p.; For 1997 Data Book, see PS 026 708.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Lunch Programs; Mortality Rate; Poverty; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Virginia

This KIDS COUNT report examines statewide trends in the well-being of Virginia's children. The statistical portrait is organized into six general areas of children's well-being: (1) healthy births; (2) children's health; (3) school success; (4) risky behavior; (5) families; and (6) community well-being. Key indicators in these six areas include the following: (1) prenatal care in the first trimester; (2) low birth weight babies; (3) infant mortality rate; (4) middle school physical fitness test winners; (5) child abuse and neglect victims; (6) child death rate; (7) grade 4 standardized test winners; (8) grade 6 literacy test winners; (9) high school dropout rate; (10) teenage sexually transmitted disease rate; (11) juvenile birth rate; (12) alcohol or drug possession in school; (13) weapon possession in school; (14) juvenile violent crime arrests; (15) delinquency; (16) motor vehicle death rate; (17) teen violent death rate; (18) foster care out-of-home placements; (19) divorce rate; (20) births out of wedlock rate; (21) unemployment rate; (22) average income; (23) fiscal stress level; (24) students in school lunch program; (25) students in families receiving AFDC; (26) average daily school membership; (27) instructional personnel rate; (28) child day care capacity; and (29) population per physician. Following a brief profiled: Advanced Micro Devices, Analog Devices, Harris, Hewlett-Packard, Intel, IBM, LSI Logic, Lucent Technologies, Micron Technology, Motorola, National Semiconductor, Rockwell Semiconductor, SEMATECH, Semiconductor Research Corporation, Texas Instruments, and VLSI Technology. An appendix describes the work of the Maricopa Advanced Technology Education Center, founded to promote the development of a world class semiconductor manufacturing work force. (KC)

ED 421 618 CE 076 780

Family Literacy as a Welfare Reform Strategy. Family Independence Initiative Audioconference. Family Independence Initiative Publication #2.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Agency Cooperation; Coordination; Economically Disadvantaged; *Employment Services; *Family Literacy; Federal Legislation; Job Placement; *Literacy Education; *Parent Child Relationship; Parent Influence; Parents as Teachers; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare Reform

In 1997, the National Center for Family Literacy convened four state policymakers for an audioconference to discuss five issues related to family literacy and its role as a welfare reform strategy. First, with regard to the value of family literacy, policymakers saw literacy as the key to employment and job retention. Second, family literacy was a valid strategy for state welfare reform programs, because its components addressed various challenges faced by welfare families: adult education and work prep classes provided new workers with basic literacy and job skills; parent group addressed work maturity skills and offered peer support during transition to work; and parent and child interaction time established family relationships to withstand stress from change. Third, importance of collaboration with local welfare agencies was clear, because long-term success depended on collaboration with public and private organizations that support such services as transportation, substance abuse, domestic violence, and mental health. Challenges for embedding family literacy into the welfare-to-work infrastructure included the following: raising family literacy awareness among service providers; revamping curriculum to include more work preparation; and program offerings at nontraditional hours. Ways to strengthen the connection between family literacy and welfare reform were through statewide or regional meetings and through accessing of surplus Temporary Assistance for Needy Families funds to set up demonstration programs. (YLB)

ED 421 619 CE 076 812

Ediger, Marlow
Application of Psychology of Learning to Tech Prep Education and Instruction.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Computer Assisted Instruction; Data Processing; *Information Technology; Instructional Materials; *Keyboarding (Data Entry); Learning Activities; *Office Automation; Postsecondary Education; Skill Development; *Standards; Student Evaluation; Teaching Guides; Word Processing

This activity book is designed for use in implementing the competencies for the Business Systems and Technology 1 course in Florida. Part 1, Student Performance Standards, contains a variety of activities that correspond to some student performance standards. Part 2, Skill Development, focuses on skill-building strategies for teacher- or computer-directed keyboarding instruction. Each activity follows this format: title, time limit, description (step-by-step directions), variations, teacher tips, and the core performance standards taught. Part 3, Mini Activities, contains activities that can be completed in 5-10 minutes. Each activity uses a learning strategy that can be used with different objectives and content. Several content or topic examples are provided for each activity. Each activity follows this format: title, timeline, description, variations, teacher tips, and which core performance standards could be taught. Part 4, Teams, provides information on using learning teams, quick teaming strategies, and group roles. Each activity provides such information as title, time, description, objective and goal, and required materials. Part 5, Projects, discusses using projects in the core curriculum and lists project ideas. Each project follows this format: title, time line, description, variation, teacher tips, and the core performance standards taught. Activities in part 6 follow the same format. Part 7, Management Points, describes how students earn and lose points. Part 8, Assessment, provides examples of alternative assessments. (YLB)

ED 421 637   CE 076 886

Shaw, Lynn
Women in the Skilled Trades: Do They Perceive a Discriminatory Work and Training Environment?
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Building Trades; *Employed Women; *Employee Attitudes; Employment Practices; *Nontraditional Occupations; Occupational Surveys; Questionnaires; *Sex Discrimination; Sexual Harassment; Skilled Occupations; *Trade and Industrial Education; Work Environment

The job and training experiences of women currently or formerly employed in a skilled trade were examined in a survey completed by all 41 tradeswomen who attended a West Coast tradeswomen's summit. On average, the women were 43 years old and had worked in their trade for 11.26 years. Of the women, 75.6% were white, 19.5% were women of color, 46.3% were heterosexual, and 48.8% were lesbian or bisexual. Slightly more than 56% of the women reported having been treated negatively because of their gender, 63.4% agreed that affirmative action helped them get hired as a construction worker, 82.9% considered women as physically capable as men are, 65.8% believed that women have a harder time combining construction work with family life than men do, and 65.8% thought that small talk on the job was geared

DESCRIPTORS- Administrators; Adult Educators; Career Education; Child Caregivers; *Clergy; Clerical Occupations; College Faculty; Counselors; Educational Administration; Elementary School Teachers; Elementary Secondary Education; *Employment Opportunities; *Employment Qualifications; Higher Education; Hospitality Occupations; Human Services; Labor Market; Librarians; Library Education; Library Technicians; *Occupational Information; Occupations; Preschool Teachers; Recreation; Salaries; Secondary Education; Secondary School Teachers; Social Services; *Social Workers; Special Education Teachers; Teacher Aides; Teacher Education; *Teachers; Wages; Work Environment

IDENTIFIERS- Archivists; Curators

This bulletin provides information on the occupational outlook for education and social service occupations and clergy. For each occupation, these components are described: occupation title(s); Dictionary of Occupational Titles numbers; significant points; nature of the work; working conditions; employment; training, other qualifications, and advancement; job outlook; earnings; related occupations; and sources of additional information. These occupations are addressed in alphabetical order: adult education teachers; archivists and curators; college and university faculty; counselors; education administrators; librarians; library technicians; preschool teachers and child-care workers; recreation workers; school teachers--kindergarten, elementary, and secondary; social and human service assistants; social workers; special education teachers; teacher aides; and clergy, including Protestant ministers, rabbis, and Roman Catholic priests. (YLB)

ED 421 654   CE 076 914

Mitchell, Carole; Pride, Douglas; Howard, Lance; Pride, Brenda
Ain't Misbehavin'. Managing Disruptive Behavior.
PUB DATE- 98
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; Behavior Standards; Classroom Techniques; *Discipline; *Discipline Policy; *Discipline Problems; Educational Policy; Foreign Countries; *Policy Formation; Postsecondary Education; School Policy; *Technical Institutes; Vocational Education
IDENTIFIERS- Great Britain

This manual was developed to help educators, especially in further education colleges in Britain, to develop a whole-college approach to managing disruptive behavior in students and to serve as a resource for disciplinary policy and staff development. The manual is organized in eight chapters. The first chapter explores the background to the issues surrounding disruptive behavior in postsecondary education; in chapter 2 it outlines the premises of the research project that is the foundation for which the manual is based. Chapter 3 provides a framework for identifying and analyzing the types and reasons for problem behavior; chapter 4 presents the model that has been adopted in this research to achieve a whole-college approach. In chapter 5, the manual offers a self-assessment schedule to audit existing behavior management policies, systems, and delivery methods and from there plan an agenda for action (presented in chapter 6). Chapter 7 offers guidance and

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Education; Children; Drug Abuse; Drug Addiction; *Drug Education; Elementary Secondary Education; *Illegal Drug Use; *Parent Child Relationship; Parenting Skills; Police; *Program Content; Smoking; Substance Abuse
IDENTIFIERS- *Drug Abuse Resistance Education Program

This book is for parents; it provides the facts about drugs that they need to know to talk honestly and directly with their kids about drugs. In "Part One: It's Up to You," the following topics are covered: (1) "Why Kids Get in Trouble;" (2) "It All Starts with You;" (3) "Parenting To Build Self-Esteem;" (4) "Violence in the Home and Community;" (5) "How the Media Sells the Allure of Drugs and Violence." "Part Two: Drug Information" provides help with the following topics: (6) "Spotting the Signs and Symptoms;" (7) "Gateway Drugs: Alcohol and Tobacco, Avoiding the First Serious Steps;" (8) "Marijuana, Pot Today Is More Dangerous Than You Think;" (9) "Inhalants: Danger Right under Your Nose;" (10) "Raiding the Medicine Cabinet;" (11) "Steroids and 'Sports' Drugs, A No-Win, Fast Way To Lose;" (12) "Illegal Stimulants: Cocaine, Crack, Meth;" (13) "Designer Drugs, Heroin, and Hallucinogens." "Part Three: Problem Solving" includes: (14) "My Kid Is on Drugs. What Should I Do?" (15) "Strategies and Smart Ideas for Raising Drug-Free Kids." A brief history of the D.A.R.E. program is provided. A glossary of drug-related terminology and a resource guide to hotlines and organizations are appended along with an index and chapter notes. (EMK)

ED 421 673 CG 028 601

Halford, Graeme S.; Andrews, Glenda; Bowden, Darryl
Relational Complexity and Theory-of-Mind.
PUB DATE- 98
NOTE- 22p.; Poster presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Development; Foreign Countries; Piagetian Theory; *Preschool Children; Preschool Education

The concept of relational complexity is applied to explain the persistent difficulties of young children with theory of mind. Relational complexity has been found useful as a general cognitive complexity metric. Children must understand that the relation between an object and a person's percept is conditional on a third variable, such as a filter or other condition that affects a person's knowledge state. Processing three interacting variables is equivalent to a ternary relation, and this level of complexity is often difficult for young children. It was hypothesized that if relational complexity is a factor in concept of mind, it should be related to tasks at the same level of complexity in other domains. Forty-eight 3- to 5-year-olds were tested on four false belief tasks and on four appearance-reality tasks. They were also assessed on transitivity, hierarchical classification, and cardinality tasks that had previously been shown to require the same level of relational complexity. Results indicate that the performance of 3-year-olds was significantly lower than the older age groups on both the theory-of-mind and relational complexity tasks. The findings support the relational spent about as much time in literature-based reading practice as kindergarten students; (2) when ranked according to the amount of reading they do, students in the top 5% read 144 times more than students in the bottom 5%; (3) students in schools with populations of 200 or fewer engaged in twice as much reading practice as those in schools with populations of 1,000 or more; (4) students in private schools practiced reading 67% more than public school students; and (5) students in the highest-performing states in the NAEP Reading Study engaged in 59% more reading practice than those in states in the bottom quartile. Findings suggest that the amount of literature-based reading students received explains the varying reading performance of individual students, various categories of schools, and regions. In the context of previous studies, these findings make a compelling case for adopting substantial in-school reading practice time throughout the grades. (Contains 13 figures and 27 notes. "A Reader's Bill of Rights" is attached.) (Author/RS)

ED 421 692 CS 013 258

Bobrick, Mitchell
Project R.E.A.C.H. = Repeated Readings Enrichment through Audio Cassette Help.
PUB DATE- 98
NOTE- 4p.; Paper presented at the Annual Meeting of the Sunshine State TESOL Convention (Fort Lauderdale, FL, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Class Activities; Elementary Education; *Reading Difficulties; *Reading Instruction; *Reading Motivation; *Reading Strategies; Teacher Role
IDENTIFIERS- *Repeated Readings; Self Monitoring

Noting that there are many strategies a teacher can use to increase motivation and confidence of students who avoid reading, this paper discusses the strategy of using repeated readings through audio support. After an overview, the paper discusses setting up the program. Three scenarios are presented: a student who does not like to read, a student who enjoys reading but reads slowly and has difficulty making sense of what is read, and the student who reads word by word and who has no other strategy than to ask for help on tricky words. Accompanying strategies and activities to consider when using the repeated readings technique are discussed. The paper concludes that, using repeated readings with audio support, students can become expert readers and can learn self monitoring and self correcting behaviors. (RS)

ED 421 693 CS 013 259

Ocampo, Dina Joana
Development of an Early Reading Program for Day Care Centers in Urban Poor Communities in the Philippines.
PUB DATE- 96
NOTE- 13p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Day Care Centers; Educational

Culled from ideas contributed by people attending conferences of the National Council of Teachers of English and by readers of "NOTES Plus" and "IDEAS Plus," the activities contained in this booklet are intended to promote the effective teaching of writing and literature. Teaching strategies offered in the first section of the booklet involve prewriting and writing. They include activities in which students invent stories; use instrumental music to explore mood; write what they know; look for help in writing transitions by using the "National Enquirer"; write friendly letters; and write books in which they are the main characters. In the activities of the second section, which are designed to teach students to read and learn actively, thoughtfully, and critically, students: explore Chaucer's "Canterbury Tales" and the concept of the pilgrimage; use popular music to make a connection with "Romeo and Juliet"; consider peer recommendations for reading motivation; respond to "The Adventures of Huckleberry Finn" by writing about a place where they feel as Huck does on his raft; think about what they value most in preparation for reading and discussing "King Lear"; and use short film clips from different interpretations of "Hamlet" to help them compare the artistic choices of actors and directors. Among the teaching ideas in the third section are a student-centered approach to planning service learning projects; a suggestion for giving student experts center stage in the classroom; a way to use color to help both teacher and students see patterns in students' writing; and a 3-D poster project that gives full rein to students' creative powers. (RS)

ED 421 712   CS 216 429

Tochon, Francois Victor
When Quasi-Authentic Experiences Are "Enminded" into Disciplinary Genres: Crossing Biographic and Situated Knowledge.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Communication Research; Elementary Education; Experiential Learning; Group Activities; *Group Dynamics; *Intellectual Disciplines; *Learning Processes; Models; *Semiotics; *Speech Communication; Student Participation
IDENTIFIERS- Analytic Approach; *Content Learning; *Genre Approach; Learning Environment; Situated Learning

The goal of this paper is to show how experience transcends subject-matter planning. Indeed, there is a paradox in planning authentic experiences; hence the word "quasi-authentic" in the title. Subject matters are defined here as disciplinary genres. They are integrated into a new framework for semiotic research into disciplinary didactics as a prototype discipline. The data that serve as the basis for what the article demonstrates relate to oral communication in elementary-level learning groups (of 9-year-olds). An analytic model is presented which indicates the reciprocal influence of the premises for action and contextual links in learning. The junction point between biographic knowledge and situated knowledge is under study here. The activity assigned to the pupils consists of devising an outgoing message on a telephone answering machine in order to produce an original and creative piece of group oral work involving each member. The paper uses the data to verify how

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Instructional Improvement; Judges; *Parliamentary Procedures; *Theory Practice Relationship
IDENTIFIERS- National Parliamentary Debate Association

Parliamentary debate, while not a new format, has proliferated to all regions of the country. New and growing debate formats, while valuable for students and programs, must maintain sound pedagogical foundations if they are to be considered viable forensic alternatives. A reading of the National Parliamentary Debate Association (NPDA) rules as well as dialogues with many parliamentary debate educators indicates that parliamentary debate is designed as a viable form of educational debate, even though adjudicator and debater behaviors sometimes tell a different story. Although NPDA has never endorsed a set of rules for parliamentary debate, the majority of parliamentary "rules" are not only reasonable but facilitate sound argumentative practices. Most tournament administrators take an extremely conscientious approach to administering parliamentary divisions, but it seems the less experience a debate judge has, the more likely that judge is assigned to parliamentary debate. A second problem with parliamentary debate and tournament administration lies in the awarding of sweepstakes points for parliamentary debate. Topic writing is the final tournament administration concern that deals with parliamentary debate. Suggestions for improving parliamentary debate as a viable exercise in educational debate are: formalize topic writing, allow research in debate rounds, promote scholarship about parliamentary debate, evaluate criteria that emphasizes substance over style, ban time/space cases, conduct judging workshops and provide judging guidelines, define the mission of parliamentary debate, and add cross examination. (Contains nine references.) (RS)

ED 421 731 CS 509 879

Jensen, Scott
Unifying Research and Teaching: Pedagogy for the Transition from Forensics Competition to Education.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Course Descriptions; *Debate; Higher Education; *Persuasive Discourse; *Professional Development; Seminars
IDENTIFIERS- McNeese State University LA; Research Teaching Relationship

At a minimum, tomorrow's forensic educators need formal training that orients the professional to the responsibilities central to forensic education. While a number of opportunities, as well as applications of those opportunities, are available to forensics students, the rooting of forensics in the speech communication discipline is paramount. Evidence points toward limited careers in forensic coaching and poor training for those entering the forensics profession. A defined curriculum for tomorrow's forensic educator highlighted by a capstone experience in a directing forensics course provides one

Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Interpersonal Communication; Leaders Guides; *Leadership; Metaphors; *Organizational Change; Organizational Development; *Work Environment

Fusion leadership is a metaphor for a certain style of management where partnerships are created, barriers reduced, conversation increased, and joint responsibility enhanced. Ways in which an organization can implement this type of leadership are presented. The book details various characteristics of fusion leadership, describing the forces that resist innovation and the difficult process in moving from clear boundaries to an organization where cooperation is the order. Part 1 describes how traditional hierarchies have suppressed individual qualities and how fusion awakens such personal forces as mindfulness (an open mind), courage, and vision. The next section explores the idea of personal fusion, concentrating on the interior self and how mindfulness, heart (caring and compassion), vision (higher purposes), communication, courage, and integrity can transform a company. The last part explores organizational fusion and describes transformational technologies that can catalyze fundamental change in large organizations. Throughout the book, stories, parables, and metaphors are used to illustrate points, and each chapter features questions designed to trigger self-reflection. (Includes an index.) (RJM)

ED 421 751 EA 029 141

Jensen, Jacquelyn W.
Supervision from Six Theoretical Frameworks.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Models; Student Teacher Supervisors; Supervisors; Supervisory Methods; *Teacher Evaluation; *Teacher Supervision; Theory Practice Relationship
IDENTIFIERS- *Theoretical Orientation

Various theoretical frameworks approach teacher change differently. If teacher candidate supervisors adopt one form of supervision without understanding the assumptions and implications of other models, they risk being too narrow. To help supervisors in their role, an explanation of how a supervisor might intervene from six different perspectives is offered here. These perspectives include behaviorism, information processing, radical constructivism, social constructivism, a humanistic-process approach, and an inquiry approach. A supervisor's interventions in response to a teacher candidate's lesson are likely to vary when teacher educators apply different perspectives. Each perspective will create differences regarding the learner, the knowledge, and teacher education. The paper opens with a scenario that portrays a lesson taught by a teacher candidate. The author then explores basic premises underlying each perspective and addresses their integration. The paper concludes with the hope that an extensive understanding of a range of theories will enable established by (Colorado) Senate Joint Resolution 97-14 to study the state's teacher evaluation and dismissal laws and explore alternatives. The committee was directed to study the relationship between education reform and employment protections for teachers; the effectiveness of adding "unsatisfactory performance" to grounds for teacher dismissal; the effectiveness of the teacher evaluation system; the balance between safeguards for teachers and flexibility to address performance deficiencies; and dismissal alternatives, including the feasibility of employing teachers through at-will contracts. The resolution also required appointment of a broadly representative task force. In brainstorming sessions, the group developed nearly 1,000 options, or legislative alternatives, and identified standards to measure them. Any option meeting all the standards was incorporated into Bill A, concerning certified personnel evaluations, or Bill B, concerning teacher dismissal. No consensus was reached on options related to contract law. Bill A focuses on evaluator preparation and the district-level evaluation system. Bill B makes significant changes in dismissal grounds and the dismissal process. This bill requires dismissals based on immorality, incompetency, neglect of duty, unsatisfactory performance, or insubordination. Included are an executive summary, a summary of recommendations, and legislative texts. (MLH)

ED 421 771 EA 029 169

The Annual Condition of Education Report. A Report on PreKindergarten, Elementary, and Secondary Education in Iowa.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; At Risk Persons; *Economic Factors; *Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Preschool Education; Private Education; Public Education; *School Demography; School Personnel; Scores; Standardized Tests; Tables (Data)
IDENTIFIERS- *Iowa

This annual report, which provides information on the status of Pre-K through 12 education in Iowa, is divided into six basic sections: preface, enrollments, staff, programs, student performance, and school finance. The preface provides context by describing Iowa's changing demographic, economic, and social landscape. Each section presents summary information based on data provided by local public school districts and nonpublic schools. The major portion of data comes from the State Department of Education's Basic Education Data Survey (BEDS). Where possible, data are summarized by seven standard enrollment categories and for the state as a whole. Emphasis is on changes occurring over time. The base year of 1985-86 was chosen, as it represents a period just prior to implementing significant changes in education, including revised state accreditation standards and a state-supported minimum teacher salary. Comparisons are generally for the base year, the 1996-97 school year, and the most recent prior year. For school expenditure information, 1995-96 was used. Whenever possible, Iowa data are compared with regional and national data. District-by-district comparisons are not made in this report.

"The Death of Baldur and the Festival of Resurrection," "Animal Teaching in the Fourth Class," "The First Approach to Physics," "The Teaching of Religion at a Rudolf Steiner School," "The School Leaving Age," and "Teacher, Doctor and Farmer." Also included is a preface by John Thomson. (MLH)

ED 421 790 EA 029 204

Roberts, Terry
The Power of Paideia Schools: Defining Lives through Learning.
PUB DATE- 98
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Core Curriculum; Elementary Secondary Education; *Foundations of Education; *General Education; Guidelines; Instructional Innovation; Lifelong Learning; *Progressive Education
IDENTIFIERS- Conversation; Hutchins (Robert); *Paideia; Paradigm Shifts

Paideia principles successfully marry a fundamentally conservative idea--the beneficial rigors of a classical education--and a fundamentally liberal one--progressive teaching and learning practices. If the original Paideia Group's list of 12 principles symbolizes the paradigm shift in values that must accompany true school improvement, the 14 essential elements provide the blueprint for translating those values into the real world of public schooling. The first section of the essential elements (discussed in chapter 1 of this handbook) describes the context that insulates and nurtures high-quality teaching and learning. The second section of the essential elements (described in chapters 2 through 4) refers to the three columns of teaching strategies (the Paideia seminar, intellectual coaching, and didactic instruction). Elements 10 through 12 (discussed in chapters 5 through 7) make up the third section, curriculum issues. The last two elements (discussed in chapter 8) deal with evaluation and stress the need for assessment of both student and teacher progress. Taken together, the 14 essential elements of a Paideia School represent an imposing design that challenges nearly every aspect of school structure and behavior. Included are appendices providing startup tips, Paideia school listings, and assessment tools. (Contains 34 references.) (MLH)

ED 421 791 EA 029 210

Padgett, Jackie Baker
Teachers' Perceptions of the Effect Uniforms or Strict Dress Codes Have on Elementary School Children.
PUB DATE- 98
NOTE- 73p.; Education Specialist Degree Research Report, Mercer University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Beliefs; *Dress Codes; Elementary Education; *Elementary School Students; Questionnaires; Rural Schools; *School Policy; *Student Behavior; Surveys; *Teacher Attitudes
IDENTIFIERS- Georgia; *School Uniforms

This study attempted to determine whether or not the teachers in a rural Georgia elementary school believed that a strict dress-code or student-uniform policy was needed to improve student behavior. A 20-item Likert Scale questionnaire was developed to

Feifer, Steven G.
Neuropsychological Features of Dyslexia.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual National Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decoding (Reading); *Dyslexia; Elementary Secondary Education; *Neurology; *Neuropsychology; Phonology; *Reading Comprehension; Reading Difficulties

This literature review provides support for the idea that subtle anatomical and functional deviations in the brain correlate with specific types of reading disorders. It finds evidence that symmetry or reversed asymmetry in the plana temporale may be associated with difficulty in acquiring sound/symbol relationships. Studies are reported to show that two distinct subtypes of dyslexia exist: namely phonological, a lack of auditory awareness, and orthographical, a lack of sight awareness, with phonological processing critical to early reading development and orthographic processing important for developing automaticity of word identification and efficient reading speed. Evidence implying that the inferior parietal area is associated with such higher order processes as word meaning and comprehension is also summarized. Individual sections of the paper address the following topics: structural deviations (the plana temporale), functional implications, hemisphere shifting and the role of the corpus callosum, and reading comprehension. The paper concludes that a greater understanding of the neuroanatomical features underlying reading will lead to more effective remediation. (Contains 19 references.) (DB)

ED 421 811 EC 306 567

Fulkerson, Jayne A.; Harrison, Patricia A.; Beebe, Timothy J.
Residential Behavioral Treatment Facilities. 1996 Minnesota Student Survey.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Antisocial Behavior; Behavior Change; *Behavior Disorders; Child Abuse; Cultural Differences; Delivery Systems; *Emotional Disturbances; Family Problems; *Intervention; One Parent Family; Racial Factors; *Residential Programs; Sex Differences; Sexual Abuse; Sexuality; Special Classes; State Surveys; Student Attitudes; *Student Characteristics; Substance Abuse; Suicide; Tables (Data); *Therapy
IDENTIFIERS- *Minnesota

This report uses text, graphs, and tables to present findings of a 1996 survey of 575 adolescents voluntarily participating in residential behavioral treatment facilities in Minnesota. Compared with public school students, these adolescents were: 62 percent male, more likely to be of color, especially at California State University, Fullerton, is described. This innovative teacher preparation course is designed to address this under-representation by providing future teachers of the visually impaired with 55.5 hours of hands-on, computer-based adaptive technology instructional training and an additional 19.5 hours of an applied technology practicum. Topics to be covered in the course include electronic notetakers, tactile graphics, computer-generated braille transcription, and computer screen access programs. The purpose of this four-year project is to better train teaching professionals who work directly with students with visual impairments in K-12 in the use of adaptive technology and in doing so, to improve the K-12 students' general literacy and technical skills related to compensatory technologies, thus better preparing them for success in postsecondary education. (CR)

ED 421 829 EC 306 589

Gil, Eliana
Play Therapy for Severe Psychological Trauma. Videotape
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Child Abuse; Child Behavior; *Disability Identification; *Emotional Disturbances; Evaluation Methods; *Outcomes of Treatment; Play; *Play Therapy; Posttraumatic Stress Disorder; *Symptoms (Individual Disorders)
IDENTIFIERS- Dissociation

In this 36-minute educational video, a play and family therapist elucidates the nature of trauma, how to recognize it clinically, and how to manage its powerful effects upon children's development with the use of specific play materials and techniques. With a reenacted clinical interview, footage from an actual play therapy session, and a detailed discussion of dissociation and other symptoms associated with posttraumatic stress disorder, information is provided on: (1) how play therapy can help resolve traumatic events; (2) what dissociation looks like in children's paintings and drawings; (3) why dissociation occurs and how it can be addressed in therapy; (4) the distinctive characteristics of posttraumatic play; and (5) concrete ways to intervene when repetitive or ritualized play becomes harmful. A companion manual amplifies themes presented in the video, including definitions and types of child abuse, the continuum of impact of abuse, symptomatology, assessment, theoretical approaches, resilience, environmental factors and systemic responses, individual responses to trauma, trauma's link to dissociation, posttraumatic stress disorder, play therapy, phases of treatment, and obstacles or impasses. The manual also provides resource lists for students and practitioners. (Contains 31 references.) (Author/CR)

ED 421 830 EC 306 590

Gil, Eliana
Essentials of Play Therapy with Abused Children. Videotape
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Art Therapy; *Child Abuse; Child Behavior;

*Residential Schools; State Regulation
IDENTIFIERS- *Idaho

This food manual for small Idaho residential child care institutions with 10-15 students and no full-time cook, is designed to help directors serve meals that promote healthy eating behavior in their residents, serve meals that meet the USDA's Healthy School Meals Initiative, and manage the food service to assure the fiscal integrity of the National School Lunch and School Breakfast programs. Chapters address: (1) 1996 changes in meal requirements and menu planning methods and how to meet the nutritional standards; (2) meal planning; (3) food preparation and purchasing; (4) meal service; (5) records and reports; (6) program requirements and regulations; (7) food safety; (8) preparing for a state review; and (9) meal patterns. Appendices include information on the 1995 dietary guidelines for Americans; planning school and child care meals using the food guide pyramid; getting started on menu planning using NuMenus; approved software programs for nutrient analysis; foods of minimal nutritional value; inventory; meal count and edit forms; a frozen food storage guide for commodities; and menus and recipes. (CR)

ED 421 848 EC 306 621

Preparation of Personnel To Provide Early Intervention Services to Infants and Toddlers with Disabilities: Essential Early Education Reach Out Program. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; Early Childhood Education; Early Intervention; *Graduate Study; Higher Education; Infants; *Integrated Services; Interdisciplinary Approach; *Leadership Training; Masters Programs; Postsecondary Education; *Preservice Teacher Education; Rural Environment; Special Education Teachers; State Agencies; State Programs; *Teacher Recruitment; Toddlers; Training Methods
IDENTIFIERS- Project Head Start; Vermont

This final report describes the activities and outcomes of a federally funded project that was designed to increase the availability of graduate level Essential Early Educators in Vermont who can: (1) provide integrated, family-centered, early childhood special education services to young children with disabilities and their families; (2) provide direct and consultative services across home, center, and inclusive community-based settings; (3) work with other agencies and disciplines to implement a comprehensive, coordinated system of services; and (4) assume the multiple education and leadership roles required for coordinating, implementing, and evaluating early childhood special education services in rural, sparsely populated settings. The project established and maintained a representative statewide Advisory Council to oversee activities related to Vermont's goals of establishing a unified system of early care, education, and intervention services. The project also succeeded in recruiting 28 participants from Head Start, Parent-Child Centers, child care, preschool and kindergarten programs to train to become Essential Early Educators. Appendices include the training strand for a master's in texts); and language loss (neurolinguistics and language loss, speech and language disorders). A section on related readings offers suggestions for further study for each chapter. A reference section (24 references) is also keyed to chapter topics. A glossary is included. (MSE)

ED 421 868 FL 025 368

Garrott, Carl L.
Erroneous Feature Migration: Subject-Verb Agreement in French Using Linear Differences.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Contrastive Linguistics; English; *French; *Grammar; Higher Education; Language Patterns; Language Research; *Linguistic Theory; Second Language Learning; *Verbs

This study addressed two questions concerning subject-verb agreement and erroneous feature migration in French second language learners: whether multiple or single token items elicit greater errors in subject-verb agreement, and whether linear distance increases errors in agreement. Empirical research suggests that a mismatch in number between subject and verb occurs when the head noun is not proximate to the verb, particularly when a singular subject is combined with intervening relative clauses ending in a plural noun. There is little empirical research to support this view for French. The current study, using 40 college-level French second-language learners, found that (1) the condition SS relative pronoun V N(plural) has a higher subject-verb error rate than other conditions; plural nouns may transmit number to the nearest verb even if the head noun is singular; and (2) erroneous feature migration and linear distance do correlate in this population, and learners who use a left-to-right probabilistic model to compute agreement appear to commit more errors. (MSE)

ED 421 869 FL 025 369

Izumi, Shinichi
Negative Feedback in Adult NS-NNS Task-Based Conversation.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Discourse Analysis; *English (Second Language); *Feedback; Higher Education; *Interlanguage; *Interpersonal Communication; *Language Patterns; Language Research; Native Speakers; Second Language Learning; *Second Languages

This study examined the availability and utility of negative feedback provided in the context of task-based adult conversations between native speakers and non-native speakers. Subjects were 10 dyads each consisting of a native English speaker and a college-level student of English as a Second Language. Analysis of conversational interactions involving problem-solving tasks revealed that negative feedback in the form of negotiation and recasts was relatively infrequent in

Research; Comparative Analysis; Data Collection; *Discourse Analysis; Ethnography; *Language Patterns; *Language Research; Linguistic Theory; *Research Methodology

This article considers arguments for and against the use of coding systems in classroom-based language research and touches on some relevant considerations from ethnographic and conversational analysis approaches. The four authors each explain and elaborate on their practical decision to code or not to code events or utterances at a specific point in a specific research project. Three of the researchers have chosen mixed research designs, of which two involve some coding at the data collection stage, the third only as part of later analysis. The fourth researcher concentrates on the data collection stage and offers a five-part rationale for not coding at this stage. (Contains 51 references.) (Author/MSE)

ED 421 891 FL 025 395

Pujola, Joan-Tomas
Ewebuation.
PUB DATE- 98
NOTE- 14p.; For complete volume, see FL 025 387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Students; *Educational Resources; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Information Sources; *Instructional Material Evaluation; Second Language Instruction; Second Languages; Spanish; *World Wide Web

This paper describes a project that evaluated World Wide Web resources for language teaching and learning. First, issues of quality of Web resources, the need for an evaluation procedures, and the difficulties of implementing such procedures are discussed. The development of criteria on which to base such an evaluation is then outlined. Criteria discussed include: quality and usefulness of the material; coverage; user-friendliness; motivation; promotion of active learning; and provision of feedback. Procedures and technical features of the evaluation model developed are described. The resulting system was used by 12 college-level Spanish students to evaluate seven Spanish language Websites; the results are summarized. The Website evaluation questionnaire and instructions for its use are appended. (Contains 10 references.) (Author/MSE)

ED 421 892 FL 025 398

Demers, Monique
La prosodie du discourse rapporte. Recherches sociolinguistiques 3 (The Prosody of Reported Discourse. Sociolinguistic Research 3).
PUB DATE- 98
NOTE- 213p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Intonation; *Language Patterns; Language Research; Language Variation; Oral Language; Regional Dialects; Research Methodology; Social Influences; *Speech Communication; *Suprasegmentals; Syntax
IDENTIFIERS- French (Canadian); *Quebec

A study investigated the relationship between syntax, discourse, and suprasegmentals in reported utterances (e.g., "He increased emphasis on the honors thesis, on use of technology, on foreign students, on intellectual property rights, on socially sensitive research, and on operational models for dealing with specific problems in the thesis and dissertation process. Following an historical introduction, which traces the emergence of advanced degrees and graduate research, individual chapters address the following topics: (1) getting started, (2) the research advisor, (3) proposal development, (4) proposal preparation, (5) the thesis or dissertation committee, (6) approval of the overview, (7) conducting the study, (8) writing the manuscript, (9) defending the thesis or dissertation, and (10) the completed thesis or dissertation. Appendices include a glossary of technical terminology, suggested proposal and project guidelines, and a possible outline for a course on thesis or dissertation research and preparation. (Contains approximately 280 references.) (DB)

ED 421 911 HE 031 432

Potts, Anthony
College Academics.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; *College Faculty; Educational Trends; Foreign Countries; Higher Education; Individual Development; Retrenchment; Self Concept; *Teacher Attitudes; Teaching (Occupation)
IDENTIFIERS- *Bendigo College of Advanced Education (Australia)

This study examined the career development experiences of 33 college professors from the schools of business, science, engineering, and arts at Bendigo College of Advanced Education (Australia). The time frame was 1965 through 1989, which encompassed a period of strong growth in the whole higher education system followed by a period of drastic restructuring and growth curtailment. Intensive interviews were conducted with the professors and this information was supplemented with documentary analysis and participant and nonparticipant observation. The study focused on the following career aspects: the self and socialization; researching the academic self; institutional and college background; obtaining a position as an academic; perspectives on working as an academic; perspectives on the core issues of teaching and research; and perspectives on commitment. Also considered are the relative influences of the academics' own tertiary education, previous employment, effects of working in a college of advanced education, the importance of significant others on an individual's career, and the academic's response to working in a tightly controlled government institution. (Contains approximately 800 references.) (DB)

ED 421 912 HE 031 433

Clark, Robert E., Ed.; Palattella, John, Ed.
The Real Guide to Grad School. What You Better Know Before You Choose Humanities & Social Sciences.
PUB DATE- 97
NOTE- 512p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

National Student Satisfaction Report, 1997.
PUB DATE- 97
NOTE- 13p.; For related document, see HE 031 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Admission; *College Students; Community Colleges; Cultural Pluralism; *Educational Environment; Higher Education; Instructional Effectiveness; Private Colleges; Public Colleges; School Guidance; School Safety; *Student Attitudes; *Student College Relationship; Student Interests; Student Personnel Services; Student Reaction; *Student Surveys; Technical Institutes; Trend Analysis; Two Year Colleges
IDENTIFIERS- *National Student Satisfaction Study

This report presents the results of the fourth annual National Student Satisfaction Study, which examines the areas of campus life of highest importance to students, the areas of greatest and least satisfaction, and the greatest performance gaps between levels of importance and satisfaction. Data were collected from 524 colleges and universities that used the Student Satisfaction Inventory with all or part of their student body. The inventory asks students to rate on a scale of 1-7 the level of importance they assign to the expectation as well as their level of satisfaction that the expectation is being met of various elements of their college experiences. The inventory findings are presented with three scores for each item: an importance score, a satisfaction score, and a performance gap score calculated by subtracting the satisfaction score from the importance score. Analyses of the 1997 responses are presented for each item and for each of the four types of institution covered by the study: four-year public; four-year private; community, junior, and technical college; and career and private schools. Additionally, three-year trends (1994-1997) for all score types are included for four-year public and private institutions and two-year institutions. (MAB)

ED 421 932   HE 031 454

National Institutional Priorities Report, 1997.
PUB DATE- 97
NOTE- 9p.; For related document, see HE 031 453.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College Admission; *College Students; Community Colleges; Cultural Pluralism; *Educational Environment; Higher Education; Institutional Evaluation; Instructional Effectiveness; Organizational Effectiveness; Private Colleges; Public Colleges; Questionnaires; School Guidance; School Safety; *Self Evaluation (Groups); *Student Attitudes; *Student College Relationship; Student Interests; Student Personnel Services; Student Surveys; Teacher Attitudes; Technical Institutes; Two Year Colleges
IDENTIFIERS- Student Satisfaction

This document reports on a study that gathered information about how colleges and universities view their effectiveness in meeting the expectations of their students. By quantifying the importance that faculty, staff, and administrators place on student expectations, the institution is able to pinpoint its strengths and to assign priorities for action. Data were

"Helping TAs Improve Undergraduate Writing" (Jack Prostko); (11) "Technology and TA Training" (Michael J. Albright); (12) "Evaluating TAs' Teaching" (Beverly Black and Matt Kaplan); (13) "Teaching Portfolios as a Tool for TA Development" (Pat Hutchings); (14) "Evaluating TA Programs" (Nancy Van Note Chism); (15) "TA Certificate Programs" (Stacey Lane Tice, Patricia H. Featherstone, and Howard C. Johnson); and (16) "Preparing Future Faculty Programs: Beyond TA Development" (Stacey Lane Tice, Jerry G. Gaff, and Anne S. Pruitt-Logan). (Individual chapters contain references.) (DB)

ED 421 952 HE 031 490

Meyerson, Joel W., Ed.
New Thinking on Higher Education: Creating a Context for Change. Forum for the Future of Higher Education Series, Volume One.
PUB DATE- 98
NOTE- 216p.; Papers presented at the 1996 symposium of the Forum for the Future of Higher Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Accountability; Change Strategies; *Educational Finance; Evaluation Methods; Futures (of Society); *Higher Education; *Institutional Mission; Libraries; Long Range Planning; Models; Private Colleges; Standards; *Strategic Planning; Systems Approach; Technological Advancement; Technology

This book is a collection of nine papers presented at a 1996 symposium that addressed issues and models for strategic thinking about higher education, especially the economics of higher education, institutional mission as it affects positive change and accountability, and technology. The included papers are: (1) "Why Can't a College Be More Like a Firm?" (Gordon C. Winston); (2) "Thinking Seriously about Paying for College: The Large Effects of a Little Thought" (George R. Goethals and Cynthia McPherson Frantz); (3) "Opportunity and Responsibility: The Market for Selective Private Higher Education" (James S. Roberts); (4) "Enabling Metaphors of Innovation and Change" (Michael J. Kelly); (5) "Campus-Wide Approach to Systems Planning" (Frederick A. Rogers); (6) "Manic Over Measures: Measuring, Evaluating, and Communicating Administrative Performance in Higher Education" (Richard N. Katz); (7) "Benchmarking in Higher Education" (C. Jackson Grayson, Jr.); (8) "Higher Education's Information Challenge" (Marshall W. Van Alstyne); and (9) "The Unsustainability of Traditional Libraries" (Brian L. Hawkins). (Individual papers contain references.) (DB)

ED 421 953 HE 031 491

Taylor, Angus E.
The Academic Senate of the University of California. Its Role in the Shared Governance and Operation of the University of California. The Clark Kerr Memoirs Project.
PUB DATE- 98
NOTE- 120p.; Foreword by Clark Kerr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; *College Governing Councils; *Educational History; Faculty College Relationship; Faculty Organizations; Governance; Higher

being associated with emotional, intellectual, and social "success"; these are compared with measures which appear to predict successful technology adoption. The likely effects of the latest trends in technology on the mental world in which a developing self operates, including the effects of new technology such as exploratory multi-media teaching systems, virtual reality, and "GroupWare" are summarized. Reviews of design solutions that have been explored with this technology are emphasized, and psychological issues introduced when computer interfaces provide user populations with multi-sensory experiences are summarized. The paper concludes with a discussion of other issues and factors that determine what makes an effective design solution within the paradigm of increasing design spaces and diverse user populations, including intellectual and emotional effects of multi-media systems on the development of the self and group in a rapidly changing technological environment. (Contains 142 references.) (AEF)

ED 421 973 IR 018 945

Gradowksi, Gail, Ed.; Snavely, Loanne, Ed.; Dempsey, Paula, Ed.
Designs for Active Learning: A Sourcebook of Classroom Strategies for Information Education.
PUB DATE- 98
NOTE- 232p.; A 3-1/2 inch diskette accompanies this document.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; High Schools; Higher Education; Information Literacy; Information Retrieval; *Instructional Design; *Learning Activities; *Lesson Plans; *Library Instruction; Online Searching; Search Strategies; Teaching Models

A total of 54 designs for successful active learning strategies for library instruction in the classroom are presented in this sourcebook. These librarian-authored strategies have been developed and used successfully in instruction. The lesson designs are divided into five sections: Basic Library Instruction; Searching Indexes and Online Catalogs; Search Strategies for the Research Process; Evaluation of Library Resources; and Discipline-Oriented Instruction. Also included is a computer disk with forms, handouts and teaching aids which can be replicated for use in the classroom or used as guides for designing activities that are appropriate to a local setting. Each design includes a description of the activity or strategy, the context in which it is used, handouts and other classroom materials, and classroom time required, plus the name and institutional address of the person who developed the model. These designs which have proven successful in the bibliographic instruction classroom, the computer lab, and other instructional settings will be useful for any librarian involved in bibliographic instruction form high school to the college and research level. (AEF)

ED 421 974 IR 018 946

CNN Newsroom Classroom Guides. July 1998.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Certification; *Distance Education; Educational Quality; *Extension Education; External Degree Programs; *Higher Education; Information Policy; Institutional Evaluation; Open Universities; *Quality Control
IDENTIFIERS- *Quality Assurance

This publication is one of a series designed as a companion to the Western Interstate Commission for Higher Education (WICHE)'s fact book, "Policy Indicators for Higher Education: WICHE States." The title article maintains that the growth of distance learning programs has heightened existing concerns about their quality. Institutions can ensure that the programs they deliver at a distance meet high academic standards. States can empower the education consumer by providing information on how to identify quality programming. Higher education governing boards can enforce quality standards in program review and provide institutions with financial incentives for developing quality programming. Accrediting bodies can establish assessment and evaluation standards directed at ensuring quality distance education programming. Finally, regional organizations can facilitate the sharing of quality instructional programming. The publication also contains a table summarizing the "Principles of Good Practice for Electronically Offered Degree and Certificate Programs." (DLS)

ED 421 993 IR 018 972

Johnstone, Sally M.
Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Accreditation (Institutions); Accrediting Agencies; *Distance Education; Educational Quality; *Extension Education; External Degree Programs; *Higher Education; Information Policy; *Information Transfer; Open Universities; Surveys; Telecommunications; Telecourses
IDENTIFIERS- *Telecommunications Policy; Western Cooperative for Educ Telecommunications

This project was designed to increase student access by addressing Western states' regulations on higher education programs delivered electronically across state lines, and to develop and get region-wide agreement on basic quality standards for distance education programs. The project achieved agreement on a set of "Principles of Good Practice for Electronically Offered Higher Education Degree and Certificate Programs," now the first generally accepted basis for evaluating distance learning programs throughout the nation. This report contains the following sections: (1) Paragraph summary of the report; (2) Executive Summary -- overview, purpose, background and origin, project description, evaluation, and summary and conclusion; (3) Body of the Report -- overview, purpose, how the purpose changed during the course of the project, background and origin, project description, evaluation, and summary and conclusion; and (4) Appendices -- information for FIPSE, and copies of publications: "Balancing Quality and Access. Some Principles of Good Practice for the

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Computer Networks; Information Networks; *Library Automation; Library Development; *Online Systems; Program Implementation; *Technological Advancement
IDENTIFIERS- *Technology Integration

Integrated Online Library Systems (IOLS) focuses exclusively on the issues of planning and managing automated systems in libraries and information centers. The theme of the IOLS '98 annual meeting is "Embrace and Extend," and 18 papers were selected for presentation that provide insight into the current technologies being "embraced" in libraries. Librarians, library automation service providers, automation consultants, and library science faculty document their experiences with implementing the state of the art in library automation, describe their visions, and make suggestions for future directions. Papers are arranged alphabetically by speaker, and an index provides references to all speakers and topics. Papers include: "The Old Complements the New: An Online Vendor Ranks Library Publications about the Web" (Jane Bambrick); "Collection Development Decisions in a World Wide Web Environment" (Nancy M. Bolt); "Library Web Pages: A Visual Literacy Framework for Evaluation" (Roberta Brody, Thomas T. Surprenant, Virgil L. Blake); "Crafting the Library Home Page: Creativity, Consensus, and the Customer" (Dennis R. Brunning, Philip J. Konomos); "Making the Transition from a Card Catalog to an Automated Catalog in a Japanese High School" (Frances A. Colombo); "'Responses Dynamics'-The Evaluation of Answers to Your RFP Questions" (Gloria Dinerman); "The Development of a Course Guide: The Integrated Subject Guide Model of Customized Information Retrieval" (Mary A. Doyle); "Using Database Management Systems to Implement an IOLS" (Mark K. Dzurinko, Nina Platt); "Creating a Virtual Library for Off-site Users with ProCite" (Cara Helfner); "Knowledge Management--Taking Advantage of What You Know" (Carol J. Knoblauch); "Project Whistlestop: Design Considerations for Information Retrieval Performance in an Image Database" (Thomas R. Kochtanek, James M. Laffey); "It Takes a Team: Designing an Effective Library Web Page" (Annette M. LeClair); "Interface to Multiple Web Sites: Partnership Search Center" (Aline Martinez, Selena A. Ramkeesoon); "Organizing, Reorganizing and Maintaining a Library Web Presence" (Anne C. Moore); "The Remote Reference Room" (Frederick N. Nesta); "Observation and Anticipation; Sirsi's Development of the Webcat Interface" (Susan Nielsen); "Serving Olympic Documents Via PDF Files" (Wayne Wilson); "Newer Operating Systems: Analysis of Their Utilization and Potential in Libraries" (Sharon Yang). (AEF)

ED 422 015 IR 057 139

Williams, Martha E., Ed.
National Online Meeting Proceedings (19th, New York, New York, May 12-14, 1998).
PUB DATE- 98
NOTE- 503p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; Computer Uses in Education; Databases; Electronic Libraries; Electronic Publishing; Information Management; Information Retrieval; *Information Technology; *Internet; Library Automation; Online Searching;

DESCRIPTORS- Articulation (Education); Career Development; College Administration; College Faculty; College Transfer Students; *Community Colleges; *Curriculum Development; Educational History; Higher Education; Part Time Faculty; Program Improvement; Student College Relationship; Transfer Policy; *Transfer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- University of Illinois

This paper examines how the traditional transfer role of the community college has become less significant as a vocational and community-based role has assumed importance. The paper describes factors contributing to the transfer function's decline and illustrates various attitudes surrounding the issue. The history of transfer education is reviewed, noting historical events that affected the educational system, such as the Great Depression, World War II, the G.I. Bill, and the 1947 Truman Commission. The effects of increased minority enrollment, the changing roles of faculty, and factors in the 1980's that sparked a renewed interest in the transfer function are discussed. The paper also outlines a nine-point agenda, created in 1991 by the American Council on Education and the National Center for Academic Achievement and Transfer. This agenda called upon two- and four-year colleges to do the following: (1) establish a firm commitment to transfer; (2) enrich the connection between teaching and learning; (3) revitalize academic relationships between institutions; (4) manage transfers more effectively; and (5) identify and realize transfer goals. The remaining points called upon governing boards, accreditation bodies, and government to inform students fully and acknowledge the importance of financial support. Interviews with educational leaders and faculty who support the transfer function are summarized. (Contains 21 references.) (AS)

ED 422 035 JC 980 352

The Fact Book, June 1998. Report for the Florida Community College System.
PUB DATE- 98
NOTE- 196p.; Most of this report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Programs; *Community Colleges; Degrees (Academic); Educational Finance; *Enrollment Trends; Full Time Equivalency; Salaries; School Personnel; *School Statistics; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida Community College System

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance for academic years 1996-97 and 1997-98. The report opens with a brief historical overview of the state system, from its beginnings in 1933 to the present, including (1) fall headcount enrollment by full/part-time status, ethnicity and gender; (2) annual headcount enrollment by college and for disabled students; (3) full-time equivalent (FTE) enrollment by program area, college and discipline; (4) program enrollment headcount by program area, vocational program area, award type and college by ethnicity and special populations; and (5) degrees and certificates awarded by type, college, and ethnicity and gender. Data on system employees is then provided, including employees by occupational activity, fall 1997 full- and part-

PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Agency Cooperation; Disabilities; Educational Change; *Inclusive Schools; Mainstreaming; Parent Attitudes; Partnerships in Education; Preschool Education; Public Schools; *Regular and Special Education Relationship; *School Districts; *Special Needs Students; Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- Attitudes toward Disabled; *Project Head Start

This video features teachers and parents commenting on the Manhattan-Ogden (Kansas) school district's successful collaboration with the local Head Start program to gradually include disabled children in the regular Head Start classroom. Teachers describe how disabled children had been segregated at the Head Start school and how, after attempts at individual mainstreaming, administrators arrived at an arrangement where both the regular early childhood teachers and the special education teachers each would have classrooms with both Head Start and special needs children, and would work collaboratively. The concerns of both types of teachers are noted, as are parents' concerns. The teachers then describe the collaborative dynamics between the early childhood and special education teachers, and recount specific experiences of including a special needs child. Also described are outreach efforts to school district kindergarten teachers to facilitate transition. The video concludes by contrasting the "pull-out" special education model with the inclusive model, and recounts the benefits of the inclusive model for the Head Start program. A discussion guide accompanying the video describes the objectives of the video, provides several discussion activity options related to inclusion, and includes highlights of Head Start regulations. (Contains 21 references.) (HTH)

ED 422 055 PS 026 096

Lindeman, David P.; Adams, Tracy
Getting Together: A Head Start/School District Collaboration. Videotape .
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 96
NOTE- 0p.; Manual and video developed as part of the Head Start Integration, Training, and Support Systems for Children with Severe Disabilities Project.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Agency Cooperation; Disabilities; *Inclusive Schools; Mainstreaming; Partnerships in Education; Preschool Education; Public Schools; *Regular and Special Education Relationship; *School Districts; *Special Needs Students
IDENTIFIERS- Attitudes toward Disabled; *Project Head Start

This video features the Head Start program director and the school district special education administrator describing and commenting on aspects of the successful collaboration between the Manhattan-Ogden (Kansas) school district and the local Head Start program to gradually include disabled children in the regular Head Start classrooms. The director and administrator first note problems, in the form of potential "turf battles" that they overcame through collaboration. They then explore several issues that arose during the inclusion process, all of which required a shift in focus to address effectively. These issues included the following: (1) an inter-agency agreement; (2) demographics; (3) food service; (4) medication; (5) transportation; (6) scheduling; (7) social attitudes; (8)

overview and discussion of the indicators, the first section of the report provides information on the Commonwealth as a whole. The second section, and bulk of the report, provides profiles for the 135 different counties studied. The report provides comparative data for 1991 through 1996 and also indicates current rank in relation to the other localities. (SD)

ED 422 075 PS 026 708

Galano, Joseph; Nezlek, John B.; Wood, Lisa
KIDS COUNT in Virginia: 1997 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 629p.; For 1996 edition, see PS 026 707.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; Children; Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Lunch Programs; Mortality Rate; Poverty; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Virginia

This KIDS COUNT data book examines statewide trends in the well-being of Virginia's children. The statistical portrait is based on six general areas of children's well-being: (1) healthy births; (2) children's health; (3) school success; (4) risky behavior; (5) families; and (6) community well-being. Key indicators in these six areas include the following: (1) prenatal care in the first trimester; (2) low birth weight; (3) infant mortality rate; (4) middle school physical fitness test winners; (5) child abuse and neglect; (6) child death rate; (7) grade 4 standardized test winners; (8) grade 6 literacy test winners; (9) high school dropout rate; (10) teenage sexually transmitted disease rate; (11) juvenile birth rate (12) alcohol or drug possession in school; (13) weapon possession in school; (14) juvenile violent crime arrests; (15) delinquency; (16) motor vehicle death rate; (17) teen violent death rate; (18) foster care out-of-home placements; (19) divorce rate; (20) births out of wedlock rate; (21) unemployment rate; (22) average income; (23) fiscal stress level; (24) students in school lunch program; (25) students in families receiving TANF; (26) average daily school membership; (27) instructional personnel rate; (28) child day care capacity; and (29) population per physician. Following a brief overview and discussion of the indicators, the first section provides information on the Commonwealth as a whole. The second section, and bulk of the report, provides profiles for the 135 different counties studied. Comparative data for 1991 through 1997 are included as well as current rank in relation to the other localities. The report's three appendices provide a look at prevention, suggested reading, and some comparisons of indicators between Virginia and the nation as a whole. (SD)

ED 422 076 PS 026 716

Activities for the Classroom and Beyond: A Collection of Ideas and Activities To Help Extend Learning and Make It More Relevant to Students' Everyday Lives.

DESCRIPTORS- *Behaviorism; *Classroom Techniques; *Educational Psychology; *Humanism; Humanistic Education; Learning Theories; Postsecondary Education; Secondary Education; Teaching Methods; *Tech Prep

The technical education instructor needs to emphasize certain tenets from the psychology of education in teaching-learning situations: meaningful learning; sequential experiences; success in student learning; purposeful activities; provision for individual differences among learners; knowledge, skills, and attitudinal goals to represent balance among objectives; and quality evaluation techniques to determine student progress. Two opposing psychologies may be used in instruction. Behaviorism, a management system of instruction, emphasizes use of measurably stated objectives in teaching-learning situations. After instruction, the technical education instructor determines if students individually have been successful in goal attainment. Reinforcement tends to shape student behavior in the desired direction. A second psychology of instruction to emphasize is humanism. Humanists believe a humane technical education curriculum is in the offing when students have input into developing objectives, learning opportunities, and evaluation procedures. They emphasize a psychological technical curriculum whereby the choice of sequence, with instructor guidance, resides within the student. The student and instructor cooperatively appraise the student's progress. (YLB)

ED 421 620 CE 076 839

Lankard, Bettina A.; Nixon-Ponder, Sarah; Imel, Susan
Beyond Ourselves: Activities for Implementing Ohio's Indicators of Adult Basic and Literacy Education Program Quality.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; Adult Literacy; Case Studies; Classroom Techniques; Curriculum Development; Daily Living Skills; Educational Environment; *Educational Quality; Evaluation Criteria; Learning Activities; Lesson Plans; *Literacy Education; Numeracy; Peer Teaching; Professional Development; Program Development; *Program Implementation; Recruitment; School Community Relationship; School Holding Power; Services; Social Support Groups; Staff Development; *Statewide Planning
IDENTIFIERS- *Ohio; *Quality Indicators

This document is designed to help adult basic and literacy education (ABLE) practitioners develop programs that address Ohio's Indicators of Program Quality. The 47 activities included, which were identified through an extensive search of the literature on ABLE programs outside Ohio, were selected based on the following criteria: relevance to one or more of Ohio's quality indicators; focus on small group interaction; and adaptability to a variety of settings. The activities are categorized under Ohio's eight indicators of quality, which are as follows: learner achievement, program environment, program planning, curriculum and instruction, staff development, support services, recruitment, and retention. Included in each activity's description are some or all of the following: quality indicator addressed by the activity; title of the to men's interests. When asked whether they were assigned job tasks on the basis of sex, 39% said they were and 39% said they were not. Of the women surveyed, 48.8% believed that sexual harassment remains a significant problem and 80.5% had seen at least one woman receive unwanted sexual attention. (The bibliography contains 21 references. The tradeswomen survey is appended.) (MN)

ED 421 638   CE 076 888

Wagner, Judith O.
Adult, Career, and Vocational Education: An Internet Guide. ERIC Digest No. 196.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; Annotated Bibliographies; *Career Education; Clearinghouses; Directories; Distance Education; Education Work Relationship; Educational Research; Employment Opportunities; *Information Sources; *Listservs; Literacy Education; National Organizations; Nonprofit Organizations; Occupational Information; Postsecondary Education; Professional Associations; Public Agencies; Secondary Education; Statistical Data; Student Financial Aid; Training; *Vocational Education; *World Wide Web
IDENTIFIERS- ERIC Digests

This ERIC Digest is an annotated list of 40 websites and listservs devoted to adult, career, and vocational education. The following websites and listservs are included: six ERIC sites (ACCESS ERIC; AskERIC; the Education Resource Organizations Directory; the ERIC Clearinghouse on Adult, Career, and Vocational Education; ORYX Press/Current Index to Journals in Education Source Journal Index; and Adjunct ERIC Clearinghouse on Consumer Education); two government-related sites (National Center on Education Statistics and U.S. Department of Education, Office of Vocational and Adult Education); four adult education-related sites (including AEDNET, American Association for Adult and Continuing Education, and the Internet Directory of Literacy and Adult Education Resources); five literacy-related sites (including the National Center for Family Literacy and Ohio Literacy Resource Center); three distance education-related sites (including the Distance Education Training Council); six vocational education-related sites (including the American Vocational Association and the Skill Standards Network); five training-related sites (including the American Society for Training and Development and the Employment and Training Administration); three job-information-related sites (America's Job Bank; Career Development and Job Search Resources on the Internet; and Occupational Outlook Handbook); two sites related to school-to-work (Florida School-to-Work Information Navigator, National School-to-Work Office); and five sites related to financial aid and school directories. (MN)

ED 421 639   CE 076 889

Imel, Susan

interpretation of the legal issues arising from disruptive behavior and the rights and responsibilities of college staff. The manual concludes with a section on future directions, a checklist of performance indicators relating to each level of the whole-college model, and a list of recommendations. A reference list and bibliography contain 134 citations. Fourteen appendixes provide research documents and college policies. (KC)

ED 421 655 CE 076 922

Business/Computer Technologies. State Competency Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.; Ohio Board of Regents, Columbus.
PUB DATE- 98
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Associate Degrees; Business Skills; *Competence; Competency Based Education; Computer Oriented Programs; *Computer Science Education; Computer Software; Data Processing; Employment Potential; High Schools; Information Systems; *Job Skills; *Office Occupations Education; Teaching Guides; *Tech Prep; Technical Occupations; Two Year Colleges; Vocational Education
IDENTIFIERS- *Ohio

This document contains 272 competencies, grouped into 36 units, for tech prep programs in the business/computer technology cluster. The competencies were developed through collaboration of Ohio business, industry, and labor representatives and secondary and associate degree educators. The competencies are rated either "essential" (necessary to ensure minimal levels of employability by entry employees; must be included in all new tech prep programs) or "recommended" (suggested addition to the State Competency Profile). Competency builders are included for each competency. A matrix relates the units to nine occupations within the business and computer technologies occupational cluster. The units cover the following groups of competencies: employability skills; professionalism; teamwork; professional practices; workplace safety; project management; problem analysis; general administrative functions; economic and business principles; basic computer concepts and applications; technical documentation; customer relations; general office functions; general accounting functions; specialized accounting functions; financial management functions; business law; legal office procedures; legal concepts; computer user support; data warehousing; software methodology; operating systems; application programming and design; network operations; basic mainframe concepts; computer hardware design and maintenance; small business management; supervision; quality assurance; telephony functions; training; statistics; banking basics; world cultures and basic principles of marketing. (KC)

ED 421 656 CE 076 923

Engineering Technologies. State Competency Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.; Ohio Board of Regents, Columbus.
PUB DATE- 98
NOTE- 419p.
LANGUAGE- English

complexity interpretation of concept of mind. (Author/EMK)

ED 421 674 CG 028 602

Halford, Graeme S.; Andrews, Glenda; Jensen, Ingalise
Category Induction and Hierarchical Classification Assessed by Property Inference: The Influence of Complexity.
PUB DATE- 98
NOTE- 27p.; Poster presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Development; Foreign Countries; Piagetian Theory; *Preschool Children; Preschool Education

Relational complexity has been found to be an effective metric for cognitive tasks. The hypothesis that the greater difficulty and later age of attainment of hierarchical classification as compared to category induction are attributable to differences in structural complexity was tested. Hierarchical classification entails a ternary relation between Categories B, A, and A prime such that A and A prime are included in B. Category induction entails a binary relation between a category and its complement. Forty children, 3 to 6 years old, were assessed on hierarchical classification by property inference between levels (basic-subordinate or subordinate-basic) and on category induction using property inference within levels (basic-basic, subordinate-subordinate). The same hierarchies were used in both tasks, and special care was taken to control for question content. As predicted from relational complexity theory, hierarchical classification was more difficult than category induction, and children older than 5 years succeeded on both tasks, but 3-year-olds succeeded on category induction only. Multiple regression analysis showed that 68% of the age-related variance was accounted for by performance on tasks from other domains that were known to entail the same level of relational complexity. (EMK)

ED 421 675 CG 028 615

Dykeman, Cass, Ed.
Maximizing School Guidance Program Effectiveness: A Guide for School Administrators & Program Directors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Guides; Counseling Effectiveness; Counseling Services; Counselor Evaluation; Counselor Performance; *Counselor Role; Counselor Selection; Elementary Secondary Education; *School Counselors; *School Guidance

Twenty-three brief chapters provide administrators a comprehensive guide to school counseling that describes practices, problems, and processes for which school counselors'

History; *Emergent Literacy; Foreign Countries; *Low Income Groups; Nontraditional Education; *Preschool Children; Preschool Education; *Reading Programs; Reading Research; Socioeconomic Influences; Urban Schools
IDENTIFIERS- Community Controlled Education; Educational Issues; *Philippines

This paper describes research that was conducted in three phases between 1989-1990 to develop a 3-month early reading program for the use of day care centers in urban poor communities. The research meant to promote early literacy skills in a manner relevant to the children by using language with which they are comfortable and materials that are suited to their economic situation. At the same time, this research sought to contribute to the broadening scope of alternative education which has largely been limited to adult literacy and skills training. The background of the particular educational problems in the Philippines connected to the situation of women, children, and urban poverty is discussed. Also, the history and trends of preschool education in the Philippines and early literacy for the Filipino child are discussed. The paper then details the study's needs assessment; development of the early reading program (a holistic, literature-based approach to the teaching of reading and language); and implementation of the 3-month program in two day care centers (one served as control, the other as the experimental group). The paper relates that the children who underwent the early reading program exhibited significant gains in more areas of early literacy than the control group, which used a regular day care program. Includes three figures and a table of data; contains 18 references. (NKA)

ED 421 694 CS 013 260

Niles, Karen
Researching Student-Directed Discussion: Putting "Social Construction of Knowledge" to the Test.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Constructivism (Learning); *Discussion (Teaching Technique); Higher Education; Instructional Effectiveness; Methods Courses; *Student Attitudes; Student Surveys; Teacher Role
IDENTIFIERS- Meaning Construction

A study examined students' reactions to the Student-Directed Discussion technique (an attempt to develop a class "text" from the students' joint construction of meaning) as used in a methods course on language development. The students (25 of 27 were present the day of the survey) responded anonymously concerning whether they thought the discussions were helpful. Results indicated that: (1) all students characterized the discussions as helpful to their learning; (2) students found the discussions helpful because it allowed them to see other perspectives; (3) sub-themes on why the discussions were helpful were clarification, motivation, and articulation of various beliefs; (4) many students chose the words "informative" or "interesting" to describe the discussions; (5) not only were the major concepts of the course brought up and discussed, but students saw concepts as more complex and problematic than previous classes; (6) students saw value in authentic experiences diverge from planning. The data suggest that academic experience can only be authentic if it is organized on the basis of premises that serve as springboards for conceptual relations that are innovative and thus difficult to set criteria for. (Includes four figures; contains 36 references.) (Author/CR)

ED 421 713 CS 216 430

Ediger, Marlow
Grammar Revisited in the English Curriculum.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Education; English Curriculum; *Form Classes (Languages); *Grammar; *Integrated Activities; *Language Arts; Learning Activities; Learning Strategies; *Sentence Structure; Spelling; Student Motivation
IDENTIFIERS- Orthography

Pupils need to study grammar that is useful and functional. How much stress should the language arts place upon pupils understanding the eight parts of speech in traditional grammar? Good teaching emphasizes proceeding from the concrete to the semi-concrete in teaching-learning situations, then the abstract phase of learning needs to be emphasized. For example, the verb in traditional grammar can be presented meaningfully to students by showing action by dramatization. To learn adjectives, pupils might play a game in which they would provide adjective alternatives to those in a sentence printed on the chalkboard. Pupils can make numerous substitutions in a prepositional phrase, playing with words and developing their vocabularies. To be knowledgeable about grammar and its use, pupils also should understand sentence patterns. The most appealing aspect of word study is the student centered activities. Word study that focuses on spelling-meaning and spelling-grammar connections helps students expand their vocabulary, develop sensitivity to word choice in reading and writing, and build explicit awareness of how English orthography functions in the integrated language arts program. (Contains six references.) (CR)

ED 421 714 CS 216 431

Henning, Teresa
Why Study Ethics and Rhetoric?
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; Higher Education; *Rhetoric; *Student Attitudes; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Argumentation Theory; Authority; Cultural Studies; *Personal Writing; Postmodernism; Subjectivity

solution to this crisis. Activities in directing the forensics course should offer the opportunity to apply the skills and knowledge necessary to carry out the functions central for forensic administration. Such a course at McNeese State University, Louisiana, is taught in a seminar format, wherein students and the instructor discuss principles, concerns, choices, and perspectives. The shaping of a philosophy of forensic education is the most important goal of the course. While such a curriculum is essential for preparation to teach forensic activities, it does not replace actual experience. Forensics will not survive without qualified, conscientious, well-trained professionals who are capable of training individuals to follow in their footsteps. (Contains 13 references, a syllabus and daily schedule for the course, and a 53-item supplemental reading list.) (RS)

ED 421 732 CS 509 880

Jensen, Scott
Preserving the Pedagogy: The Director of Forensics as an At-Risk Professional.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; *Administrators; *Debate; Higher Education; *Persuasive Discourse; *Teacher Burnout
IDENTIFIERS- Debate Tournaments; Educational Issues; *Professional Concerns

Today's collegiate forensic activities have changed in ways that pose profound challenges to directors of forensics. Six primary factors that contribute to the "at-riskness" of directors of forensics are: the changing face of today's forensic program forces difficult choices; the forensics community is seeing signs of a crisis in forensic education training; directors of forensics face unique challenges as professional educators; travel, time, and tournament logistics can diminish the enthusiasm and motivation of forensic educators; directors of forensics face profound challenges to their social lives and relationships; and institutional support contributes significantly to the satisfaction of forensic educators and stability of programs. Steps that can be taken at both individual and activity levels to curb the potential for burn-out and dissatisfaction among forensic educators are: forensic professionals must be adequately trained; institutions should maintain evaluation measures that acknowledge the unique responsibilities of the forensic educator; forensic programs should have sufficient staff and resources; standards and policies can provide structure and efficiency to forensic programs; a shorter forensics tournament season will curb potential burn-out factors; directors of forensics must work to ensure that their professional lives do not dominate their personal lives; and directors of forensics need to make wise choices and be cognizant of the implications of their choices. (Contains 32 references.) (RS)

ED 421 733 CS 509 881

supervisors to capitalize on teachable moments. A table offers a synopsis of theoretical perspectives within teacher education. (Contains 40 references.) (RJM)

ED 421 752 EA 029 142

Benson, Dawn
Ambushed by the Principal: Parents and School Councils.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Foreign Countries; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Personal Narratives; *Principals; School Administration
IDENTIFIERS- Canada

The experiences of British Columbia and Ontario elementary and secondary school parents with their school and parent advisory councils are described in this paper. The study relies on narrative research, and many of the stories focus on interactions between parents and the principal. The study describes different visions of reality by sharing the voices of administrators as well as the voices of parents. The parents that were interviewed described "stage managed" council meetings with the principal clearly controlling the agenda. Parents felt the were silenced or were only allowed to talk about inconsequential topics. Their voices in the narratives come across as strident and often angry and frustrated. Each of the narratives of the six parents is followed by a response from several school principals who were described by their parent councils as collaborative and facilitative. These principals, who represent numerous school settings, reflect on the frustrations described by the parents and offer suggestions for parents or school principals to consider. The study concludes that principals need practical models on how to share power. (Contains 32 references.) (RJM)

ED 421 753 EA 029 143

Benson, Dawn
The School Council: An Administrator's Friend or Foe.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Personal Narratives; Principals; School Administration; School Attitudes
IDENTIFIERS- British Columbia; Ontario; *Parent Advisory Councils

This paper explores the results of a study about the interaction between parents and principals throughout British Columbia and Ontario, Canada. For the study, 25 schools and parent councils were involved, and examples from 11 parents are included here. These parents describe school councils operating in a

Student performance on Iowa testing programs has gradually declined; performance on the American College Testing Program was better than the national average. (Included are an introduction and 104 tables.) (MLH)

ED 421 772 EA 029 171

VanSciver, James H.
Informed Courage in Local Leadership: Essential in Overcoming Barriers to Change in Education.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Block Scheduling; *Conflict Resolution; Elementary Secondary Education; Fear; *Group Dynamics; *Leadership Responsibility; Mainstreaming; Principals; *Resistance to Change; Superintendents
IDENTIFIERS- *Courage; *Paradigm Shifts

Without fear, there is no courage, only ignorance of a situation's dynamics. Acknowledging a decision's liabilities promotes fear and forces the educational leader to exercise courage in formulating and carrying out a response to that situation. Courage alone is not enough, however, and could lead to professional suicide. Wisdom to marshal that courage within a certain context and knowledge of strategic decision making and timing are critical elements. Local education leaders may significantly enhance their ability to move their districts through a change process via a more thorough understanding of paradigms. Inability to recognize, appreciate, and adopt new paradigms early on places leaders in a reactionary position. What leaders actually perceive is determined by their particular paradigms. There is considerable risk for leaders infected with paradigm paralysis or trapped in a district immobilized by paradigm effect. Educators must become paradigm shifters or pioneers or support individuals filling these roles: freshly trained young people, older individuals shifting fields, mavericks, or tinkerers. Intuition, courage, and persistence are essential. Making the change process benefit students requires four basic components: getting administrative approval, obtaining broad community support, providing staff training, and institutionalizing the change. (Contains 21 notes.) (MLH)

ED 421 773 EA 029 178

Conley, David T.; Goldman, Paul
How Educators Process and Respond to State-Level Education Reform Policies: The Case of Oregon.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Longitudinal Studies; Program Implementation; *Resistance to Change; School Culture; *State Legislation; *Teacher Response; *Theory Practice Relationship
IDENTIFIERS- *Oregon; *Systemic Change

measure teachers' feelings and/or beliefs concerning the students' dress code and effects on student behavior. This questionnaire was distributed to 44 teachers who taught grades 3, 4, and 5. Chi-square analyses were performed on the 41 returned surveys. Of the 20 questionnaire items, 18 showed a significant difference in the teachers' responses. Also, the percentage of responses marked "strongly agree" or "agree" was higher on 15 of the items. These 15 items upheld the hypothesis favoring a strict dress code. Teachers perceived that students would behave better and work harder on academics if they were dressed professionally. Results may be used as a further indication that dress-code policies may aid schools in improving student behavior. The survey and results are appended. (Contains 59 references.) (MLH/Author)

ED 421 792 EA 029 214

Shifting the Focus to Learning: California's Accountability Debates. State Experts Discuss How Accountability Can Improve Student Achievement. EdSource Report.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accountability; Administrator Attitudes; Educational Policy; Elementary Secondary Education; Professional Development; *Standardized Tests; State Action; *State School District Relationship; *Student Evaluation; Superintendents; Teacher Attitudes
IDENTIFIERS- *California

Based on an April 1998 conference, this EdSource report focuses on what several prominent education experts and school district superintendents perceive as the primary challenges and opportunities faced by California's school accountability movement. Gerald Hayward, a policy analyst, believes that any proposed accountability system should be based on clear, rigorous standards, aligned with teacher preparation and curriculum materials, and be accompanied by positive and negative consequences. Michael Kirst, professor and policy analyst, is wary of top-down systems imposed on teachers and sees internal accountability and capacity building as essential elements. Elaine Johnson, a teacher expert, fears accountability's use as a club to beat up teachers and believes society also must be held accountable for creating an inhospitable atmosphere for public education. Improved professional development would be more effective than a behaviorist, carrot-and-stick approach. Scot Hill, a standards expert, emphasizes the importance of establishing world-class academic standards and developing a well-thought-out assessment system like STAR, California's new Standardized Testing and Reporting Program. Three superintendents, frustrated with state education policies, want better staff development and more resources for California's schools. Consensus is still needed on many difficult questions. (MLH)

ED 421 793 EA 029 215

O'Brien, Kristine
Frequency of Teacher Intervention in Hallway Misconduct.
PUB DATE- 98

American Indian, and twice as likely as other youth to come from single-parent households. Other characteristics of program participants included: high rates of serious family problems (especially parental substance abuse and physical abuse); high rates of sexual abuse; elevated levels of emotional distress; high rates of attempted suicide; high rates of early sexual activity; frequent placement in special classes for learning problems; high rates of antisocial behaviors, including gang involvement and weapons; and extremely high rates of substance abuse. Specific recommendations include: provision of extensive and intensive therapeutic services in cases of physical and sexual abuse; referrals for assessments of parental substance abuse and mental health problems; therapeutic services to address responsible sexual behavior; provision of substance abuse assessment and treatment; therapeutic services focusing on gang involvement and violent behavior; and sensitivity to diverse cultural backgrounds and gender differences. (Contains 28 references.) (DB)

ED 421 812 EC 306 568

Wald, Judy L.
"I Want To Work Outside of the Classroom": Employment Opportunities Outside of the Classroom for Special Education and Related Services Professionals.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Career Development; Career Planning; *Disabilities; Elementary Secondary Education; *Employment Opportunities; *Pupil Personnel Services; Special Education; *Special Education Teachers; Therapists; Work Environment

This paper presents an alphabetical list of job and career opportunities outside of the classroom for special education teachers and related services personnel. Each listing describes the alternative setting, types of jobs available, and sources of additional information, such as publications and World Wide Web sites. The following job settings are covered: charter schools; correctional special education; disability student services in higher education settings; educational consulting; educational organizations, agencies, and associations; educational publishers and manufacturers; educational software developers; educational trainers; disability consultants for private corporations; the federal government; hospital-based special education; local education agency positions; mediators or arbitrators; specialists in private school placement; and university projects and grants. (DB)

ED 421 813 EC 306 569

Annual Report to the President and to the Congress on Federal Activities Related to the Rehabilitation Act of 1973, as Amended. Fiscal Year 1995.
PUB DATE- 96
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Disability Identification; Evaluation Methods; Intervention; Outcomes of Treatment; Play; *Play Therapy; Puppetry; *Sexual Abuse; *Symptoms (Individual Disorders); *Toys

This 40-minute instructional video illustrates the unique benefits of play therapy for children who have been physically or sexually abused. It describes how play activities fit into the reparative process and provides helpful pointers for practice. The uses of art supplies, the sandtray, puppets, dollhouse, masks, and more are highlighted. Illustrated throughout by children's evocative paintings, drawings, and play, the program explores: (1) the benefits of different activities for articulating children's inner experience; (2) themes to look for in the play and artwork of children who have been abused; (3) how to balance directive and nondirective approaches; and (4) helping children feel safe in the therapy setting. A companion manual amplifies themes presented in the video, including, definitions and types of child abuse, the continuum of impact of abuse, symptomatology, assessment, theoretical approaches, resilience, environmental factors and systemic responses, play therapy, rapport building, setting a context for therapy, directive and nondirective approaches in play therapy, the selection of toys and props, and specific therapy techniques, including art therapy, sand therapy, puppets, dollhouses, and courtroom replicas. The manual also provides resource lists for students and practitioners. (Contains 40 references.) (CR)

ED 421 831 EC 306 591

Barkley, Russell A.; Murphy, Kevin R.
Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment and A Clinical Workbook. Second Edition.
PUB DATE- 98
NOTE- 761p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Attention Deficit Disorders; Behavior Rating Scales; Case Studies; Children; Classroom Techniques; *Clinical Diagnosis; *Drug Therapy; Elementary Secondary Education; *Etiology; Family Involvement; Family Programs; Group Therapy; *Hyperactivity; Incidence; Mental Disorders; Neurological Impairments; Self Control; *Symptoms (Individual Disorders)

This handbook, with accompanying clinical workbook, provides information on the nature, diagnosis, assessment, and treatment of attention deficit hyperactivity disorder (ADHD). In-depth treatment guidelines are supported by updated documentation on outcomes. The book includes contributions from leading scientist-practitioners, who report on their respective areas of expertise. The volume begins with an historical perspective on ADHD, laying out its primary symptomatology and diagnostic criteria. Information is provided on the nature of ADHD, its prevalence, etiologies, and developmental course, comorbid psychiatric disorders, and associated cognitive and neuropsychological deficits. It critically evaluates DSM-IV diagnostic criteria and explains ADHD as a developmental problem of self-control. A comprehensive range of assessment and management approaches is then presented. The clinical special education with an emphasis in Essential Early Education, and the training strand for a master's in special education with an emphasis in leadership. (CR)

ED 421 849 EC 306 622

Krajicek, Marilyn J.
Developing Policy and Practice for Implementation of the Individuals with Disabilities Education Act--Innovative Approaches to State and National Issues: Invasive Procedures. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; Federal Regulation; *Inclusive Schools; *Interdisciplinary Approach; Mainstreaming; *Medical Services; Nurses; Policy Formation; *School Responsibility; *Special Health Problems; State Regulation
IDENTIFIERS- *Individuals with Disabilities Education Act; *Invasive Health Care Procedures

This final report discusses the activities and outcomes of a federally funded project designed to address the safe and legal implementation of the Individuals with Disabilities Education Act for young children who required invasive health care procedures. To accomplish the project objectives three annual, interdisciplinary conferences were held to explore the issues and present strategies for collaboration. Five domains for action were identified: the central role and needs of the children and family; the legal status of delegation in state practice acts; risk management; resource availability; and the changing fiscal climate. Recommendations for influencing systems that design and implement policy and practice on behalf of children with invasive health care needs include: (1) definition of goals and objectives; (2) identification of players; (3) establishment of coalitions; (4) engagement of all concerned parties; (5)consensus on the goals; (6) assessment of the full range of solutions; (7) addressing resistance to solutions; (8) prioritizing solutions; (9) definition of the framework for accomplishing the task; (10) careful use of contacts with legislators to be enlisted in the cause; and (11) periodic re-evaluation and modification. Appendices include the results of a national nurse practice acts survey, program brochures and follow-up evaluations. (CR)

ED 421 850 EC 306 623

Integrating Technology into the Standard Curriculum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

these conditions. Further analysis indicated that provision of negative feedback was highly contingent on the information value of the utterance, as determined by the function that the error utterance served in the overall discourse structure of the conversation. While some indication of immediate and non-immediate incorporation of recast was observed, the rather low incorporation rate coupled with low rates of provision of negative feedback suggest that recasts provided in untutored, task-based settings may not be sufficient to drive interlanguage development toward greater accuracy. It is suggested that activities with predominant meaning focus, but with added focus on form, may be needed to draw learners' attention to form and facilitate interlanguage development. (Contains 35 references.) (MSE)

ED 421 870 FL 025 370

Bobrick, Mitchell
Rising Stars: Integrating Language Skills through Shadow Plays.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cooperative Learning; *Dramatics; Elementary Secondary Education; *English (Second Language); Games; Learning Motivation; Second Language Instruction; *Student Projects
IDENTIFIERS- *Jigsaw Method

A classroom technique for helping elementary and secondary school students of English as a second language (ESL) integrate language skills into the language arts curriculum is described. The activity, shadow play, is used as a culminating experience in a unit on the solar system, and consists of the development of dramatic scripts based on folk tales that try to explain a natural phenomenon of a society concerning the sun, moon, or constellations. To accomplish this goal, students engage in a cooperative learning technique known as "jigsawing." The procedure involves deciding on the number of tales to be told and forming a group ("home team") for each story. Students use graphic organizers (story map or event flowchart) in planning a script, and present the final play in class. Both teacher- and self-assessment of the final projects are used. Suggestions are made for creating an in-class theater, and books containing folk tales are listed. (MSE)

ED 421 871 FL 025 371

Collier, Catherine
Acculturation: Implications for Assessment, Instruction, and Intervention.
PUB DATE- 98
NOTE- 66p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (27th, Dallas, TX, February 24-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

said,..."). The study is intended as both theoretical and descriptive, specifically, proposing a model of intonation in spontaneous oral Quebec French. The first chapter reviews research on Quebec French prosody, on oral spontaneous Quebec French, and on reported discourse. The second chapter presents global principles of intonation and describes the research methodology used in the current study. Chapter three analyzes prosodic production in a corpus of 215 utterances representative of various types of reported discourse. The fourth chapter analyzes perception of the utterances and their prosodic features by 47 different listeners. Contains 121 references. (MSE)

ED 421 893 FL 025 399

Perez, Marcel
Elaboration d'une typologie des activities de simulation d'echanges interpersonnels en pedagogie des langues secondes ou etrangeres (Elaboration of a Typology of Interpersonal Interaction Simulation Activities for Second or Foreign Language Instruction). Tomes 1 and 2. Publications B-210 and B-211.
PUB DATE- 98
NOTE- 578p.
LANGUAGE- French
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Classification; Classroom Techniques; Foreign Countries; *Interpersonal Communication; Language Research; Linguistic Theory; *Role Playing; *Second Language Instruction; *Simulation

A typology of role-playing and simulation exercises based on interpersonal interactions, used in second language instruction, is presented. Ten dimensions of such simulations were identified, which can then be used as criteria for classifying the exercises. The dimensions include: the starting point of the simulation; complexity of the conversation to be simulated; quantity of available data; degree of constraint in data; degree of creativity/imitation expected of the learner; degree of freedom given to the learner in defining the case; degree of planning afforded to the learner; presence of potential elements of dramatic tension; foreseeability of the language outcome; and relation to reality. The resulting typology produces three simulation types and eight sub-types. The research offers parameters to be taken into account when creating simulations, selecting them for specific pedagogical purposes, and researching them as a classroom learning tool. Contains 421 references. (MSE)

ED 421 894 FL 025 400

McConnell, Grant D., Ed.; Gendron, Jean-Denis, Ed.
Atlas international de la vitalite linguistique. Volume 4: la Chine = International Atlas of Language Vitality. Volume 4: China.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- French; English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133)
DESCRIPTORS- Atlases; *Chinese; Foreign Countries; *Geographic Distribution; Language Maintenance; *Language Minorities; Language Patterns; *Language Role; Language Usage; *Mandarin Chinese; Maps; *Uncommonly Taught Languages

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Choice; Decision Making; Educational Environment; Educational Quality; *Graduate Study; Higher Education; *Humanities; *Intellectual Disciplines; *Social Studies; Specialization

This guide to selecting a graduate school in the humanities and social science fields focuses on the individual disciplines; identifies "standard-bearing" institutions, as well as good but lesser known ones; and reviews specific intellectual issues within various disciplines as they relate to graduate school choice. After an introductory chapter, the three chapters in Part 1 discuss the rise of the research scholar, the admissions process, and finances. Part 2 contains an introductory chapter on the role of disciplines today, followed by chapters on the following specific disciplines: art history, classics, comparative literature, English, film studies, American history, European history, French, German, Spanish, musicology, philosophy, religion, women's studies, anthropology, archaeology, communication, economics, geography, linguistics, political science, psychology, and sociology. An appendix lists, by area of study, the names of individuals hired by specific four-year colleges in the United States for full-time junior faculty positions (tenure and nontenure track) for fall 1996 and the institution at which each individual trained. (DB)

ED 421 913 HE 031 434

Sowers-Hoag, Karen; Harrison, Dianne F.
Finding an Academic Job. Graduate Survival Skills.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; *Career Planning; *College Faculty; Colleges; Dual Career Family; *Employment Opportunities; Higher Education; Job Applicants; *Job Application; *Job Search Methods; Portfolios (Background Materials); Teacher Employment; Universities
IDENTIFIERS- *Junior Faculty

This book is intended for individuals seeking first-time employment as full-time faculty in colleges or universities. Individual chapters address the following topics (sample subtopics appear in parentheses): (1) what colleges and universities look for in new faculty (the chances of becoming a professor and the ways in which colleges and universities may differ); (2) preparing one's job application credentials (establishing a track record through teaching, course evaluations, publications, paper presentations, and grant writing); (3) finding the right type of position to apply for (personal and institutional characteristics to consider); (4) the job search process and portfolio preparation (the formal and informal search process and the paper screening); (5) applying for and getting the position (the telephone screen, the on-campus interview, and the institution's decision); (6) negotiating a job offer; and (7) dual career issues (couple employment configurations, dual academic career problems and solutions, and problems and solutions for mixed career couples). An epilogue by Bruce A. Thyer considers alternatives collected for this pilot Institutional Priorities Survey from 80 colleges and universities on how their faculty, administration, staff, and board members rated over 50 elements of the college experience. The survey asked subjects to rate statements, on a scale of 1-7, that measured their views of the level of importance of student expectations and the level of satisfaction with various elements of student experiences and expectations. Findings are presented as three scores for each item: an importance score, a satisfaction score, and a performance gap score calculated by subtracting the satisfaction score from the importance score. Responses for each score item were calculated for each of the three types of institution included in the study: four-year public; four-year private; and community, junior, and technical colleges. Sample survey items are included. (MAB)

ED 421 933 HE 031 455

Illinois Higher Education in the 21st Century. Identifying and Responding to the Educational Needs in Lake County: A Committee Report.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Data Analysis; Education Work Relationship; Educational Demand; Educational Improvement; *Educational Planning; *Environmental Scanning; Evaluation Methods; Formative Evaluation; *Higher Education; Institutional Environment; *Needs Assessment; Nontraditional Students; *Policy Formation; State Boards of Education; Surveys; *Trend Analysis
IDENTIFIERS- *Illinois (Lake County)

This report presents the findings of a pilot study conducted in Lake County (Illinois) that was designed to identify higher educational needs and to develop recommendations to respond to those needs. Several methodologies were employed: public hearings; market research; analyses of census, labor, economic, and educational data; consultations with state and local government, community leaders, business executives, and higher education administrators; and informal reviews of efforts in other states. Noted among the report's findings were: a strong demand for higher education, particularly among place-bound residents and working adults; a need for undergraduate degree programs in information technology and business and for graduate programs in accounting and business; and concerns about program and faculty quality, course accessibility, and cost of higher education opportunities. Following a brief introduction, the report contains the following sections: (1) a description of Lake County's educational resources and the comparative demand for higher education resources; (2) a needs analysis; (3) a description of the proposed University Center of Lake County, highlighting its campus environment, use of existing resources, and establishment of partnerships; (4) a request for institutional partners in the University Center, detailing the types of programs and coursework needed; and (5) a brief description of the next steps in the program's development. Data tables and the market research report are appended. (MAB)

ED 421 934 HE 031 456

Full-time Faculty and Civil Service Salaries at Illinois Colleges

Education; Participative Decision Making; *State Universities
IDENTIFIERS- *University of California

This essay reviews the history of the University of California's Academic Senate, focusing especially on how the senate came to be what it is today, how it acquired its significant role in the shared governance of the university, and how its mode of operation adapted as the university increased in size and complexity. The essay is organized around specific university crises or eras, including the governance of academic affairs and grant of authority assigned to the senate in 1920 at the conclusion of Benjamin Wheeler's presidency; adjustments to the Great Depression (1930s); the loyalty oath controversy (1949-52); the effort to secure formal regental provision of academic tenure (1958); expansion of the university to serve rapidly increasing student numbers (1960s); reorganization of the senate's structure and mode of operation to adapt to the growth of the multicampus university (1963); year-round operations of the university (1960-68); the "free speech" movement (1964-65); dismissal of President Clark Kerr (1967); the Eldridge Cleaver case (1968-70); the fashioning of an officially recognized faculty code of conduct; and the ongoing influence of the senate in the university's structure and operation. A glossary of terms and a 1919 senate statement are appended. (DB)

ED 421 954 HE 031 492

Trowler, Paul R.
Academics Responding to Change. New Higher Education Frameworks and Academic Cultures.
PUB DATE- 98
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adoption (Ideas); Change Strategies; *College Credits; *College Faculty; Cultural Influences; Females; Foreign Countries; *Higher Education; Intellectual Disciplines; Models; *Organizational Change; Organizational Climate; Resistance to Change; Sex Differences; Teacher Attitudes
IDENTIFIERS- *Great Britain

This book examines how academic staff at one British university respond to a period (1991-96) of rapid change, including rapid expansion in the number of students and new systems and structures, and especially to institution of the "credit framework" structure. Chapter 1 presents background information on the higher education system and the implementation of the credit system in the United Kingdom. Chapter 2 critically addresses the claims made about the credit framework by its detractors and supporters. Chapter 3 examines the factors that condition academic responses to the implementation of the credit framework. Chapter 4 offers a review of the literature; Chapter 5 develops a model of different types of academic response to change; and Chapter 6 uses empirical evidence from the study and theory to reassess earlier approaches to higher education, particularly the role of women academics. The final chapter summarizes and discusses the conclusions of the study. These conclusions criticize the overemphasis on disciplines, an oversimplification of "culture" in higher education, lack of recognition of the gendered nature of cultures, and a passive model of academic responses to change. Appended are materials on research methodology and a glossary. (Contains approximately 575 references.) (DB)

ED 421 955 HE 031 493

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *Feature Stories; *Group Discussion; News Media; Programming (Broadcast); Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. The daily CNN Newsroom broadcast is supported by a Daily Classroom Guide, written by professional educators. These classroom guides are designed to accompany CNN Newsroom broadcasts for a given month, and include suggestions for class discussion for top stories, business, cultural, and world events. Top stories in this July 1998 guide include: U.S. missile strikes a radar site; wildfires continue to threaten rural Florida; Chinese officials call Clinton's visit a full success; a world-famous motor speedway becomes home to those forced out by Florida's fires; tough economic times signal political difficulties for Russia's President Yeltsin; the United Nations grants additional diplomatic rights to the Palestinians; a call for stricter gun control legislation launches a crossfire of debate; the Clinton Administration launches a $2 Billion anti-drug campaign; France wins the World Cup trophy; a controversy over Protestant parades threatens to shatter Northern Ireland's fragile peace; the public seems unconcerned about the threat of the "millennium bug"; Congress's plans for the HMO system; a Secret Service agent fights a subpoena; the government issues its second annual report on the state of America's children; Nigeria takes its first steps on the path to democracy and announces plans for elections in 1999; Texans continue to endure a triple-digit heat wave; Alan Shepard, the first American in space, dies; President Clinton promises relief for those suffering from summer's heat; two Capitol security officers are killed in the line of duty Friday; two slain officers lie in state under the United States Capitol rotunda; the Independent Council grants Monica Lewinsky immunity from prosecution in exchange for her testimony; and Clinton volunteers to become the first sitting U.S. president to testify in a criminal investigation; and Japan's new man in charge chooses a finance minister to tackle the nation's economic woes. (AEF)

ED 421 975   IR 018 947

Provenzo, Eugene F., Jr.
The Educator's Brief Guide to the Internet and the World Wide Web.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Information; Annotated Bibliographies; Computer Mediated Communication; Computer Uses in Education; *Curriculum Development; Elementary Secondary Education; Information Policy; *Internet; Lesson Plans; Policy Formation; *World Wide Web
IDENTIFIERS- HTML; *Technology Integration; *Web Sites

This book is an introduction to the Internet and World Wide Web

Virtual University" (Sally M. Johnstone and Barbara Krauth); and "Principles of Good Practice for Learning Programs" (Barbara Krauth). (DLS)

ED 421 994 IR 018 973

Ediger, Marlow
Computers in the Mathematics Curriculum.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Computer Software; *Computer Uses in Education; *Curriculum Development; *Curriculum Enrichment; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Lesson Plans; Mathematical Vocabulary; *Mathematics Instruction; Word Processing
IDENTIFIERS- Computer Use; Electronic Resources

This paper examines ways that mathematics teachers and supervisors can use computers in a quality mathematics curriculum in a school setting. Teachers and supervisors continually need to appraise the present mathematics curriculum and make necessary changes. A modern mathematics curriculum makes much use of technology. Society emphasizes heavy use of technology in the business world, and schools should not lag behind in using technological approaches to assist pupils to learn more optimally. The paper discusses the use of software packages in the curriculum; teacher inservice training and support needs; effectively using the word processor in mathematics, and mathematics as a language. (Contains nine references.) (DLS)

ED 421 995 IR 018 974

Ediger, Marlow
Leadership in Technology Use in School Mathematics.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Computer Uses in Education; *Curriculum Development; Curriculum Enrichment; *Educational Technology; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Mathematics Instruction; Newsletters; Staff Meetings; Word Processing; Workshops
IDENTIFIERS- Computer Use; Electronic Resources

The paper discusses ways in which leadership can improve quality computer service in the curriculum. It further discusses ways in which teachers and principals can work together to provide the necessary ingredients for a good school technology program. This paper is divided into the following sections: (1) "Staff Development and Technology"; (2) "Faculty Meetings to Improve Technology Use in Mathematics"; (3) "Assisting Teachers as Needed"; and (4) "Technology and School/Classroom Newsletters." (Includes six references.) (DLS)

ED 421 996 IR 019 030

Online Systems; User Needs (Information)
IDENTIFIERS- Browsing; Search Engines

This volume contains 52 of the 70 papers that were reviewed and selected for presentation at the 1998 National Online Meeting. While the balance of the papers are not included in this Proceedings, their titles, together with author names and author affiliations, are listed at the end of the volume and they are included in the index. The volume begins with the introductory presentation by the Program Chairman, Martha E. Williams, "Highlights of the Online Database Industry and the Internet 1998." The balance of the papers are arranged alphabetically by the primary author's last name, and cover a wide range of topics including: knowledge management; customizing information systems; quality management; search engines; customer input; merging instruction and technology; Internet search services versus online database services; relevance feedback; Intranet; CD-ROM versus online; user-based assessment; using and evaluating Web resources; imaging; copyrights; social/economic challenges; browsing versus surfing; relevance ranking; electronic journals; evaluation methods; information retrieval; technology integration; information sources; electronic libraries; user-computer-librarian interaction; indexing; computer security; distance learning; search behavior; and access to information. (AEF)

ED 422 016 IR 057 140

Fasick, Adele M.
Managing Children's Services in the Public Library. Second Edition.
PUB DATE- 98
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Libraries; Intellectual Freedom; *Library Administration; Library Development; Library Planning; Library Policy; *Library Services; Policy Formation; *Public Libraries

This book examines the ways in which children's librarians can manage their services so collections and programs reach the intended audience. In the introduction to this second edition, the author considers recent changes in demographics, economics, social patterns, media and technology trends, and consequent changing emphases in managing children's services. Seventeen chapters cover the following topics: (1) planning a program of services; (2) developing tools to meet program goals; (3) developing policies and procedures; (4) creating a productive work environment; (5) recruiting and retaining staff; (6) security issues and common problems; (7) intellectual freedom and censorship; (8) organizing special events; (9) integrating children's services in the library system; (10) annual reports in various formats; (11) preparing budgets; (12) planning facilities; (13) community public relations; (14) fund-raising activities; (15) relating to school media centers; (16) serving children outside of schools; and (17) networking with other children's librarians. (Contains 122 references.) (DLS)

ED 422 017 IR 057 141

Khosrowpour, Mehdi, Ed.
Effective Utilization and Management of Emerging Information

time status, and fall 1997 average salaries. Finally, data are presented on system finances, including revenues and expenditures for 1996-97, fall 1997 student fees, annual cost analysis expenditures and percentages by college and function, a full cost summary per FTE for 1996-97, and a facilities inventory and value estimate for 1997-98. A glossary of terms, a roster of the Division of Community Colleges, and a list of 1998 community college presidents are attached. (AS)

ED 422 036 JC 980 353

Keeton, Morris; Clagett, Craig A.; Engleberg, Isa N.
Improving Minority Student Success: Crossing Boundaries and Making Connections between Theory, Research, and Academic Planning.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Black Students; Community Colleges; Cultural Differences; *Curriculum Development; *Educational Planning; Higher Education; *Institutional Research; *Minority Groups; *Multicultural Education; Partnerships in Education; Program Development; Program Evaluation
IDENTIFIERS- Prince Georges Community College MD; University of Maryland University College

In an effort to cross boundaries and make connections between theory, research, and academic planning, Prince George's Community College in Maryland (PGCC) and the University of Maryland University College's Institute for Research on Adults in Higher Education (IRAHE) developed a partnership using national and institutional research to link theory and academic planning. In doing so, both institutions developed new programs responsive to the needs of a diverse population of adult learners. This paper reports how multi-institutional, theoretical research influenced the design and development of intervention programs at a large, predominantly African-American community college. Sections of the document include theory, research and planning, hypotheses regarding increased student achievement, the IRAHE study of risk and promise, and analyses of student success at PGCC. Information is also included about the R3 Academy, a two-semester program of developmental and credit instruction. Three tables help to explain achievement variance. In addition, the Data Action Memo, defined as a new communication tool for crossing boundaries and making connections between institutional research and planning, is discussed in relation to PGCC curriculum development. Appended is the first memo sent to academic administrators and chairpersons in the fall of 1997. (Contains 23 references.) (AS)

ED 422 037 JC 980 359

Kamm, Rebecca Ann
Perceptions of Writing in a Community College Composition Course.
PUB DATE- 98
NOTE- 249p.; Ed.D. Dissertation, University of Northern Iowa.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Evaluative/Feasibility (142)

transition to kindergarten; and (9) staffing. The video concludes with comments about the benefits of the program for children, parents and teachers. A discussion guide accompanying the video describes the objectives of the video, provides several discussion activity options related to inclusion, and includes a sample interagency agreement for collaborative preschool services. (HTH)

ED 422 056 PS 026 595

Bradshaw, Lynn K.
The Down East Partnership for Children: A Score That Is Collectively Written.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; Counties; *Day Care; Early Childhood Education; *Partnerships in Education; Program Effectiveness; Social Services; *Welfare Services
IDENTIFIERS- North Carolina

This qualitative case study details the Down East Partnership for Children (DEPC), one of the local Smart Start partnerships providing child care programs and direct services to children and families in 43 of North Carolina's 100 counties. The DEPC is an interagency partnership designed to model and support the delivery of integrated health, education, and social services to children and their families in two counties in Eastern North Carolina. The case study examines the collaboration process between the counties during the first 3 years of the DEPC and identifies areas for improvement. The case study was developed using data from observations, interviews of staff and Board members, focus groups, surveys, and document review, and is grounded in theory and research on collaborative organizations in education and the social sciences. The study first describes context for the development of the partnership. Collaboration theory is then discussed, and the methodology of the case study is outlined. The history of the partnership is also presented, organized by the steps in the collaboration process. The case study confirms the developmental nature of organizational collaboration, and poses implications for practice and research. (JPB)

ED 422 057 PS 026 620

Henning, John
Constructivism: The Art of Cultivating Thirdness.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Constructivism (Learning); Learning Processes; Learning Theories; *Piagetian Theory;

PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Class Activities; *Classroom Techniques; Cultural Awareness; Elementary Education; Environmental Education; *Learning Activities; Mathematics Instruction; Music Activities; Parent Participation; Reading Instruction; Science Projects

Since 1975, the Association for Childhood Education International has published a column called "Classroom Idea-Sparkers" in each issue of Childhood Education journal. The column provides practical help for classroom teachers, preschool through middle school, offering educators ideas and activities to help extend learning and make it more relevant to students' everyday lives. This collection comprises those activities from "Classroom Idea-Sparkers" columns published since 1994. The activities have been organized by six categories: language arts and history, art and music, science and math, environment, back to school, and parents. The activities, which can be adapted for younger or older children, range from those intended to encourage reading and to involve students in art, music, science and math, to those that promote environmental and multicultural appreciation. (JPB)

ED 422 077 PS 026 718

Aldridge, Jerry; Eddowes, E. Anne; Kuby, Patricia
No Easy Answers: Helping Children with Attention and Activity Level Differences.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention; *Attention Deficit Disorders; Classroom Environment; Educational Assessment; Educational Practices; Elementary Secondary Education; *Hyperactivity; Learning Disabilities; Parent Teacher Cooperation; *Teacher Student Relationship

Recent developments have increased the need for both theoretical and practical dialogues concerning children's attention and activity levels. This book explores the complex issues and concerns in helping children with attention deficit disorder. The book is organized in three major sections. The first section describes current issues about children's attention and activity levels. The development of attention, medical diagnoses, educational assessment and current educational practices are described. The second section examines changing theoretical and applied perspectives, including the impact of teacher philosophy on classroom structure, as well as expectations and theoretical shifts in our understanding of children. The third section makes practical suggestions for dealing with attention and activity levels. Developmentally appropriate practice, specific strategies for working with students, and recommendations for working collaboratively with a wide variety of families are addressed. The book concludes with a look at possible directions these issues will take in the future. (JPB) activity; description of the activity, including the steps for implementation; estimated time; effective environment for implementation; limitations; evidence of the activity's effectiveness in improving learner outcomes; required materials; recommended classroom arrangement; reference source; and cross reference to other quality indicators. Activities are indexed by the following: reference in which the activity is cited; quality indicator(s) addressed in the activity; and adaptability code. The bibliography contains 82 references. (MN)

ED 421 621   CE 076 840

Planas, Jordi
AGORA--I. Raising the Level of Diplomas and Their Distribution on the Labour Market: The Lessons of the Past and Prospects for the Future. CEDEFOP Panorama.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; Economic Change; Economics; *Education Work Relationship; Educational Change; Educational Policy; Educational Trends; Employment Opportunities; *Employment Qualifications; Foreign Countries; Graduation Requirements; *Job Skills; Job Training; *Labor Market; *Labor Needs; Seminars; Social Science Research; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- *Europe; Impact Studies

This document contains five papers from a seminar devoted to the rise in the level of diplomas across the labor market. "Diploma and the Labour Market: Results and Questions Stemming from European Research" (Louis Mallet) discusses the findings of a recent study of six European countries in an attempt to explain the enormous growth in the number of people in all European countries with diplomas over the past 30 years. The dynamic relationships between the education system and labor markets and the implications of those relationships for policymakers were examined in "Shift in Skill Demand" (Christoph F. Buechtemann). "Diploma versus Skills" (Hilary Steedman) considers the question of whether firms' increasing hiring of highly qualified individuals is really driven by skill needs and the effects of technological advances on the skill levels required for various jobs. The validity of the hypothesis that the increase in the educational level in European countries is determined more by social demand for education than by demand generated in the production system is weighed in "Implication for the Training Strategy" (Luigi Frey). The main points raised during the seminar are summarized in "Diplomas and the Labour Market: The Debate so Far" (Jordi Planas). (MN)

ED 421 622   CE 076 842

Eckert, Doug; Nemes, Mark; Wilson, Ruth; Tanner, Gwendolyn; Christman, Scott; Spiker, Karen; Maser, Bryan
Eocene Footwear. The Power to Change the World.
PUB DATE- 95
NOTE- 238p.; Technology Education Doctoral Project, West Virginia University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Business; *Business Administration; *Business Administration Education; Decision Making; *Entrepreneurship;

Technology and Adult Learning: Current Perspectives. ERIC Digest No. 197.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Computer Uses in Education; *Delivery Systems; Educational Needs; Educational Practices; Educational Principles; *Educational Technology; Educational Trends; *Integrated Curriculum; *Teacher Role
IDENTIFIERS- ERIC Digests

When considering the role of technology in adult learning, adult educators must determine how to respond to technology and exploit it without diminishing the learning experience. Four approaches to integrating technology into adult learning are currently being used: technology as curriculum (adults not only learn content through technology but also learn about technology itself); technology as a delivery mechanism (technology becomes the means for instructional delivery); technology as a complement to instruction (technology is used to complement instruction and extend learning); and technology as an instructional tool (technology is integrated into instructional activities). How technology can be structured to capitalize on the characteristics of adult learners must be considered as well. Like any other instructional tool, technology can either serve to perpetuate poor education practice or become a means for transforming learning. Although technology can enhance adult learning for many reasons, it does not promote learning in and of itself. Part of using technology effectively is understanding what adults want in the learning environment when technology is used. Adult educators can no longer afford to ignore the educational applications of technology; however, they must ensure that the focus remains on the learning and not the technology. (Contains 11 references) (MN)

ED 421 640   CE 076 890

Brown, Bettina Lankard
Service Learning: More than Community Service. ERIC Digest No. 198.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Development; *Career Education; *Education Work Relationship; *Educational Benefits; *Educational Objectives; Educational Principles; Educational Trends; Elementary Secondary Education; Postsecondary Education; Public Service; Role of Education; *Service Learning; Trend Analysis
IDENTIFIERS- ERIC Digests

Service learning contextualizes student learning and provides an environment in which students can acquire organizational, team,

EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; *Competence; Competency Based Education; Electricity; Electronics; Employment Potential; Engineering Education; *Engineering Technicians; *Engineering Technology; High Schools; *Job Skills; Teaching Guides; *Tech Prep; *Technical Occupations; Two Year Colleges; Vocational Education
IDENTIFIERS- *Ohio

This document contains 397 competencies, grouped into 58 units, for tech prep programs in the engineering technologies cluster. The competencies were developed through collaboration of Ohio business, industry, and labor representatives and secondary and associate degree educators. The competencies are rated either "essential" (necessary to ensure minimal levels of employability by entry employees; must be included in all new tech prep programs) or "recommended." Competency builders are included for each competency. A matrix relates the units to five occupations within the engineering technologies occupational cluster. Some of the groups of competencies covered in the units include the following: employability skills; professionalism; teamwork; professional practices; workplace safety; project management; problem analysis; general administrative functions; economic and business principles; basic computer concepts and applications; quality assurance; technical recording and reporting; supervision; drafting technology; visualization and design for function; computer-assisted design/drafting technology; electricity; fundamentals of electronics technology; analog circuits; digital logic circuits; microcomputer electronics technology; instrumentation control technology; electro-optic technology; electronics troubleshooting and repair; electronic product servicing technology; industrial electricity; wiring methods; electronic assembly and repair; equipment maintenance; industrial manufacturing; electromechanical technology; hydraulics and pneumatics; computerized numerical control; precision machining; metal stamping dies; press technology; sheet metal fabrication; material joining technology; and welding basics. (KC)

ED 421 657 CE 076 924

Interactive Media Technologies. State Competency Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.; Ohio Board of Regents, Columbus.
PUB DATE- 98
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; Business Administration; *Competence; Competency Based Education; Employment Potential; High Schools; *Interactive Video; *Job Skills; *Nonprint Media; Teaching Guides; *Tech Prep; Technical Occupations; Telecommunications; Two Year Colleges; Vocational Education; *World Wide Web
IDENTIFIERS- *Ohio

This document contains 143 competencies, grouped into 25 units, for tech prep programs in the interactive media technologies cluster. The competencies were developed through collaboration of Ohio business, industry, and labor representatives and expertise may be relied on. Chapters are: (1) "Comprehensive School Counseling Programs" (Z. VanZandt, K. H. Burke, M. J. DeRespino); (2) "The Elementary School Counseling Curriculum" (S. C. Baldwin, K. K. Noyes, M. D. Deck); (3) "The School Counselor's Curriculum at the Secondary School Level" (G. E. Goodnough, J. R. Dick); (4) "National Standards for School Counseling Programs" (C. A. Dahir); (5) "The School Counselor's Role with Discipline" (J. R. Nelson, R. McGregor, D. Robertson); (6) "The School Counselor's Role as a Mental Health Services Broker" (B. B. Collison, J. L. Osborne, B. Layton); (7) "How School Counselors Can Support Teachers" (C. M. Wilkinson-Speltz, E. Forsythe); (8) "The School Counselor's Role in Organizational Team Building" (A. Basham, V. Appleton, C. Lambarth); (9) "How To Evaluate a School Counselor" (P. Tucker, J. Stronge, C. Beers); (10) "How To Hire a School Counselor" (C. Dykeman, J. Dykeman, B. Pedersen); (11) "The School Counselor's Role with Academic Advisement" (R. S. Tobias, R. L. Harbach); (12) "The School Counselor's Role with Career Development" (S. G. Niles, J. A. Stamp); (13) "The Use of Graduate Interns, Teacher Advisors, Peer Facilitators and Paraprofessionals in Guidance Services" (J. A. Casey, P. Chennell); (14) "Group Counseling" (T. H. Fields, D. E. Losey); (15) "The School Counselor's Role with Families" (K. W. Simington, R. J. Montaquila); (16) "Expressive Arts and Play Media in School Counseling" (P. O. Paisley, R. E. Young, III); (17) "The School Counselor's Role with Teenage Parents" (M. S. Kiselica, H. Colvin); (18) "The School Counselor's Role with Special Education" (J. M. Allen, E. LaTorre); (19) "The School Counselor's Role with Multicultural Student Populations" (D. Sellers, T. Hall); (20) "School Counseling Professionalism: Ethics, Clinical Supervision, and Professional Associations" (L. B. Crutchfield, E. S. Hipps); (21) "The Effectiveness of School Counseling" (T. Trotter, G. Delka, S. Seaman); (22) "Religious and Political Challenges to School Counseling" (R. E. Lewis, M. B. VanCleave); (23) "What School Administrators Can Do To Promote School Counseling" (J. W. Bloom, G. Davidson). (EMK)

ED 421 676 CG 028 621

Herr, Edwin L.
Counseling in a Dynamic Society: Contexts and Practices for the 21st Century. Second Edition.
PUB DATE- 99
NOTE- 416p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- At Risk Persons; Career Counseling; *Counseling; Counseling Objectives; Counseling Techniques; Counseling Theories; Counselor Client Relationship; Cultural Pluralism; *Economic Change; *Family Structure; *Futures (of Society); Intervention; *Occupations; *Social Change; Technological Advancement; Trend Analysis
IDENTIFIERS- Cross Cultural Counseling; Paradigm Shifts

This book is about the interactions among economic, social, and political environments, individual behavior, policies and legislation, and the form and substance of counseling. A central premise of the book is that the U.S., like most of the nations of the world, is in transition, in which it is undergoing significant transformations in its institutions, behavioral metaphors, and psychological structures. Chapter 1, "The Context of Counseling," addresses the interaction of behavior, intervention, and context; the transactional nature listening to others speak rather than in the opportunity to share their own thoughts; and (7) "more time" was the only problem noted by several students. (Contains nine references.) (RS)

ED 421 695 CS 013 261

Building on the Best, Learning from What Works: Seven Promising Reading and English Language Arts Programs.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Demonstration Programs; Elementary Secondary Education; English Instruction; *Language Arts; Literature Appreciation; Program Descriptions; Program Effectiveness; Program Implementation; *Reading Instruction; *Reading Programs
IDENTIFIERS- Program Characteristics

Part of a series about research-based programs that show promise for raising student achievement (especially in low-performing schools), this paper describes seven promising reading and language arts programs. Each program shows evidence of high standards, effectiveness, replicability, and support structures. The paper opens with a brief introduction to the series, followed by a short introduction to the seven programs. Concise reports on each of the seven programs follow. An initial grid outlines grades covered, curriculum materials, instructional support/professional development, school reform/restructuring assistance, role of paraprofessionals, cost of implementation, and results/effect size. The body of each report then describes the program's main features, its results, case studies of its effectiveness, and considerations for successful implementation of the program, closing with a list of publications and resources. The seven programs are: (1) "Cooperative Integrated Reading and Comprehension"; (2) "Direct Instruction"; (3) "Exemplary Center for Reading Instruction"; (4) "Junior Great Books"; (5) "Multicultural Reading and Thinking"; (6) "Open Court Collections for Young Scholars"; and (7) "Success for All." A 20-item list of additional reading and a note on program selection methods are attached. (SR)

ED 421 696 CS 013 265

Rhoads, Kyle
Family Links Report, Morse Street School, Freeport, Maine.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Emergent Literacy; *High Risk Students; *Instructional Effectiveness; *Kindergarten; Parent Attitudes; *Parent Participation; Primary Education; *Reading Instruction; *Remedial Reading
IDENTIFIERS- Parent Surveys

A study examined the effectiveness of a Family Links program of literacy instruction for at-risk kindergarten students from Morse Street School in Freeport, Maine. Nine students from a classroom of 28 students qualified for and completed the program that provided before-school literacy instruction (including parent volunteers) for two hours each week for six

An instructor is interested in the ways that ethical inquiry can shed light on theoretical and practical concerns that are raised by composition's interest in postmodernism and cultural studies, specifically in whether difference can be negotiated while still allowing for rhetorical agency. Inquiry into ethics and composition can offer a new perspective on this question. One common way to face classroom challenges when students sometimes write about violence they face and questionable practices they engage in (for example, a student who advocated marijuana use) is to consider what words of wisdom composition theory may offer. Dennis Lynch in "Moments of Argument: Agonistic Inquiry and Confrontational Cooperation" encourages teachers to challenge the argument model by conceiving of argument as a process of "agonistic inquiry" which "includes moments of conflict and agonistic positioning as well as moments of understanding and communication." Lynch suggests that teachers can promote this understanding of argument in the classroom by having students study one complicated issue all semester long, deferring the traditional position paper as long as possible by involving students in writing and classroom activities that enhance knowledge and sensitivity about the issue. The problems of personal essays really seem to be related to modern conceptions of ethics and subjectivity. Ethical issues in the classroom can be tied to these modern views, which suggests that study in ethics and composition may shed some light on issues of responsibility and authority in the composition classroom. (Contains 10 references.) (NKA)

ED 421 715   CS 216 432

Wang, Haixia
Rhetorical Inventions and Cultural Diversity--A Historical Approach: Aristotle and Confucius.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Confucianism; Cross Cultural Studies; *Cultural Differences; Higher Education; *Language Role; Non Western Civilization; *Rhetorical Invention; *Rhetorical Theory; Western Civilization
IDENTIFIERS- *Aristotle; *Confucius; Historical Background; Techne

While Aristotle treats the nature of rhetoric as philosophical, political/practical, and artistic/technical, Confucius views language use as philosophical and political/practical but not as artistic/technical, with the result that Confucius does not seem to offer as much as Aristotle does. In their essay "Refiguring Rhetoric as an Art: Aristotle's Concept of 'Techne'" Janet Atwill and Janice Lauer argue that rhetoric should be viewed as a triadic domain instead of a dichotomous one. To Aristotle rhetoric is a theoretical, practical, and productive discipline of study. In "Analects," a collection of Confucius' teaching recorded by his students, Confucius' concept of language use, or his rhetoric, has an important theoretical/practical dimension with some possibility of a productive component. In ancient Chinese thinking, Heaven does not necessarily or completely exist prior to the human realm but is created as the human realm is created, so that for Confucius the separation of a philosophical component and a practical component cannot exist, for Heaven and man depend on

Jensen, Scott
Attitudes toward the Use of Lexis-Nexis Research in CEDA: The Case for Limiting Its Use?
PUB DATE- 95
NOTE- 42p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Community Attitudes; *Databases; *Debate; Higher Education; Mail Surveys; Student Attitudes; Student Surveys; Technological Advancement
IDENTIFIERS- *Cross Examination Debate Association; Faculty Attitudes; LEXIS System; NEXIS System; Online Search Skills; *Research Trends; Technology Integration

A study assessed the Cross Examination Debate Association (CEDA) community's attitudes regarding the use of database services in general, and LEXIS/NEXIS in particular. The study followed a review of issues relating to database research in CEDA debate. Two surveys were conducted--a mail survey to CEDA programs and a tournament survey of CEDA debaters. The mail survey asked 238 potential respondents to answer several demographic items designed to determine program budgets, activities, coaching staffs, travel patterns, access to databases, and perceptions of the quality of their library, as well as their reliance on database research; the survey also included 12 statements regarding use of LEXIS/NEXIS and other databases. Debaters were surveyed at a major tournament in 1995. Mail survey response was 71 programs, for a response rate of 29.8%. For the tournament survey, 73 useable responses were received out of 204, for a response rate of 35.8%. Programs vary in their resources, and surveys indicated that LEXIS/NEXIS has created a climate of "haves" and "have nots" within the CEDA community. The majority agreed that access to LEXIS/NEXIS places programs at a competitive advantage over programs lacking access. The respondents also agreed that forensics educators should train students in the use of online research services, since while programs and students may disagree about LEXIS/NEXIS's value, most agree that online research is an important dimension in training debaters. Dependency on databases, however, will prevent debaters from developing the range of advocacy and research abilities needed to succeed in the debate arena. (Includes 10 tables of data and five notes; contains eight references. Surveys instruments are appended.) (NKA)

ED 421 734 CS 509 882

Jensen, Gina
Critiquing the Critics: A Content Analysis of Oral Interpretation Ballots.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Content Analysis; *Evaluation Methods; Higher Education; *Judges; *Oral Interpretation; Pilot

"friendship," "foe," or "evolving" relationship with their school administrator. The paper examines changing legislation that gives parents the authority to form Parent Advisory Councils so that they may advise school boards, school administrators, and school staffs; the use of narrative inquiry; efforts on building a community of leaders; difficult relationships between parents and educators; good relationships between parents and educators; and the evolution of parent involvement. A rationale is developed for the inclusion of parents, as well as a relationship or friendship involving a "true dialogue" between the school administrator and the school council. The paper concludes that a school council of friends can have a powerful impact on the school community and thereby a positive impact on the students of the school. (Contains 32 references.) (RJM)

ED 421 754 EA 029 144

Kuo, Victor
Political Influence Networks and Kentucky School Finance Reform. Draft.
PUB DATE- 98
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Finance Reform; Information Transfer; Policy Formation; *Political Influences; *Social Networks; State Legislation
IDENTIFIERS- *Kentucky; Stochastic Analysis

In 1989, national attention was given to the unusual amount of cooperation and social connections among key policy actors in a major school-finance lawsuit in Kentucky. The case resulted in a judicial ruling declaring the entire state's school system unconstitutional. Accounts of this ruling attributed the unprecedented decision partly to relational ties between the judge and the plaintiff juries. This paper discusses findings of a study that examined: (1) finance reform actors' social network structure; and (2) how this network influenced the trial court judge's decision. Log-linear analysis was used to test the statistical significance of the distribution of mutual ties as a measure of subgroup cohesiveness. Descriptive techniques suggest that the social structure of the finance reform initiators' network was highly mutualistic. The block image matrix shows that plaintiffs not only sought advice from various key resources (education policy consultants, themselves, the trial court's select committee, and the judge), but that those key resources also sought advice from plaintiffs. Key actors could monitor information flow and perhaps strategically frame their legal arguments and political interests to achieve self-interested goals. Defense actors were isolated from the rest of this network. Implications are discussed. Included are 6 figures, 4 tables, and two appendices: sources establishing advice relationships among policy actions in Kentucky; and the "GLIM" Statistical Computing Program used to test log-linear models of Kentucky school finance reform. (Contains 87 references.) (MLH/Author)

ED 421 755 EA 029 145

This paper reports on an investigation of educator reaction to one state's systemic school reform legislation. Educators have generally been reticent to embrace state-level legislation reform initiatives while simultaneously agreeing with their ultimate goals. Findings are the latest data in a 5-year longitudinal study begun in 1992 that focused on educator reactions to Oregon's 1991 comprehensive educational reform legislation (creating initial and advanced certificates of mastery and school-site councils). This report summarizes previous findings and builds upon them within an institutionalism and compliance-theory framework. Data were gathered from a series of 6 self-administered questionnaires distributed at 24 to 92 schools during fall 1992, 1993, 1994, 1995, and spring and fall 1997. Survey instruments contained various multiquestion dimensions: changes in teaching context, curriculum change, teachers' engagement in reform activities, teacher support of reform provisions, assessment changes, attentiveness to at-risk students, and other factors. Primary effects of reform where more teachers agreed than disagreed were: to increase teacher workload; focus curriculum on state standards; increase schools' accountability; increase curriculum integration; increase teacher collaboration; and increase social-service integration into schools. Teacher attitudes toward reform are ambivalent, though teachers are moving slowly to accept reform requirements. Policy drift may have occurred, and compliance and institutionalist forces have slowed implementation. (Contains 57 references.) (MLH)

ED 421 774 EA 029 180

Peters, William H.; Kirk, D. Rockwell
A Case Study in Developing a High School Partner School in a Research I University.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College School Cooperation; Diversity (Student); *Goal Orientation; High Schools; Higher Education; *Professional Development Schools; Research Universities; Rural Areas; Suburban Schools; *Teacher Education; Trust (Psychology)
IDENTIFIERS- Texas A and M University

This case study discusses development of a partnership between a large, ethnically diverse suburban high school and a major research university located in a somewhat rural community 100 miles from Houston (Texas). Complementary needs spurred a June 1995 exploratory meeting involving district central administrators, representative faculty from each school department, the dean of the university's college of education, and key teacher education faculty. Providing best instruction and teachers for area youth became the conversational framework. Open, sincere conversations during 1995-96 built the foundation of trust and mutual respect that has characterized the partnership. Pivotal figures in building trust were the dean of the College of Education and the district's Assistant Superintendent for Curriculum and Instructional Services. The desire to provide best practice led to establishing the partner high school as a Center of Inquiry. The school is becoming a laboratory for maintaining a climate that values academic achievement, a constantly developing faculty, and opportunities

NOTE- 30p.; Field Project, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Behavior Problems; Discipline; Intermediate Grades; *Intervention; Junior High Schools; Middle Schools; *School Policy; *Student Behavior; Student Teachers; *Teacher Behavior; *Teacher Researchers; Teacher Surveys; Teaching Experience
IDENTIFIERS- Fighting; *Virginia

As a student teacher who had just finished her teaching assignment at Old Dominion Middle School in central Virginia, the author was struck by differences in students' classroom and hallway behavior. Whereas students were calm and respectful inside classrooms, they pushed, cursed, and ran in hallways while teachers looked on. Wondering why teachers did not intervene to stop misbehavior that was clearly against school rules, she decided to conduct survey research. Teachers completed a survey that asked how long they had been teaching and how often they intervene in seven kinds of hallway misconduct: name-calling, pushing, cursing, fighting, play-fighting, running, and verbal threats. Results showed a slight correlation between newer teachers and less frequent intervention. In explaining why they sometimes do not correct misbehavior, teachers named factors such as being too busy, not knowing misbehaving students, viewing misconduct as typical of middle-schoolers, and having lack of support from administrators and other teachers. Overall, teachers were displeased with current hallway behavior and desired more consistency in hallway policy. The first step would be to agree on a common standard. (MLH)

ED 421 794   EA 029 218

Cabraal, Liyana M. C.
"Practical Action": Its Centrality in Producing and Reproducing the Formal Structure of School Organization.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Behaviorism; Elementary Secondary Education; *Organizational Theories; *School Organization; *Social Action; *Social Theories; *Theory Practice Relationship
IDENTIFIERS- *Rationalism

The behaviorist world view, influential in many social-science disciplines, is challenged by theories of action. With steady developments in nonbehaviorist thinking and related social-action conceptions, the study of school organizational structure can be transformed into a field centered about the dynamics of individuals' practical actions. This paper tries to explain the various aspects of reality that are, in different degrees, inconsistent with rationalist and utilitarian assumptions. The paper explores several aspects of social theory concerned with practical action and hypothesizes using them as a theoretical scheme for understanding the functional logic of school organization's formal structure. School members' practical actions, consciousness, and reasoning function as a central element in producing and reproducing the formal structure of school organization. Rationality in

(141)
DESCRIPTORS- Advocacy; Agency Cooperation; Compliance (Legal); *Disabilities; Employment; *Federal Legislation; *Federal Programs; Federal State Relationship; Government Role; Independent Living; Public Agencies; *Rehabilitation; Research and Development; Research Projects; State Agencies; Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- National Institute on Disability Rehab Research; *Rehabilitation Act 1973; Rehabilitation Services Administration

This report documents activities and accomplishments of the Rehabilitation Services Administration and the National Institute on Disability and Rehabilitation Research during fiscal year 1995 as mandated under the Rehabilitation Act of 1973. An executive summary briefly describes the programs authorized under the Act and highlights major activities. Following the executive summary, the report is organized according to the Act's titles and sections. Individual sections address the following topics: general provisions (such as the Office of the Commissioner and the Clearinghouse on Disability Information); Title I (e.g., the State Vocational Rehabilitation Services Program); Title II (the National Institute on Disability and Rehabilitation Research); Title III (rehabilitation training, special projects providing supported employment services to individuals with severe disabilities, and vocational rehabilitation service projects for migratory agricultural workers and seasonal farmworkers with disabilities); Title IV (the National Council on Disability); Title V (employment of people with disabilities in the federal government, architectural and transportation barriers, and electronic and information technology accessibility); Title VI (projects with industry and the State Supported Employment Services Program); Title VII (independent living services and centers); and Title VIII (demonstration activities and rehabilitation training). (DB)

ED 421 814 EC 306 571

Vermillion, Tammie
Changes Special Education Teachers Make in the Transition from Traditional Scheduling to Block Scheduling.
PUB DATE- 98
NOTE- 57p.; Master's Thesis, Southwest Missouri State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Block Scheduling; Classroom Techniques; *Disabilities; High Schools; *Literacy; *School Schedules; *Special Education Teachers; *Teacher Attitudes; Teacher Surveys; Time Factors (Learning)

This study examined the procedural changes that high school special education teachers make in their transition from traditional scheduling to block scheduling. Also, teachers' perceptions of the effect of block scheduling on the literacy skills of secondary students with special needs was examined. Teachers at a national special education conference and a random sample of special education teachers in Missouri were surveyed concerning their perceptions and experiences with traditional and block scheduling. Analysis of the 102 returned surveys found: (1) most schools had been participating in block scheduling for at least two years with one to two years of prior planning common among them; (2) 50 percent of teachers believed that block scheduling had a positive effect on their students' literacy skills; (3) most teachers reported that interview, the medical examination, and the completion and scoring of behavior rating scales are described, as are applications of other tests. Eight case examples help facilitated effective diagnosis and treatment planning. Designed for practical use, the volume delineates recommendations for biopsychosocial interventions in clinical, school, and community settings. Modalities covered include parent counseling and training, family therapy with teens with ADHD, classroom management, including an account of a highly successful peer mediation program, and pharmacological approaches for individuals with ADHD. Three chapters focus specifically on adults with ADHD. A clinical workbook that provides a master set of the assessment and treatment forms, questionnaires, and recommended handouts accompanies the book. (Each chapter includes references.) (CR)

ED 421 832 EC 306 592

Bateman, Barbara D.; Linden, Mary Anne
Better IEPs: How To Develop Legally Correct and Educationally Useful Programs. Third Edition.
PUB DATE- 98
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; *Court Litigation; *Disabilities; *Educational Legislation; Educational Planning; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Individualized Education Programs; *Legal Responsibility; Parent Teacher Conferences; *Teamwork
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This book is designed to give special educators, regular educators, and parents the confidence and know-how to develop Individualized Education Programs (IEPs) that are both legally correct and educationally useful. Chapter 1 highlights the five main components of the Individuals with Disabilities Education Act (IDEA): evaluation and identification, IEP program planning, placement, funding, and procedural safeguards. Chapter 2 discusses who develops the IEP, how the IEP team operates, when the IEP team must convene, where the IEP meeting happens, why IEPs must be written, and what the IEP must contain. Chapter 3 explains how not to develop IEPs by dissecting real-world examples of flawed IEPs and identifying severe common errors in IEP process and content. Chapter 4 presents the "Non-Form" and explains how to create an educationally useful IEP. Attention is focused on the three-step IEP development process, illustrating each step with examples. Chapter 5 tackles troublesome issues that have plagued schools since the IDEA was enacted and reviews judicial decisions and agency rulings. Appendices include: (1) the 1997 IDEA statute; (2) proposed IDEA regulations; (3) an appendix to the regulations that interprets, in question and answer format, the requirements of IDEA; and (4) a model parental notification notice. (CR)

ED 421 833 EC 306 593

McNamara, Barry Edwards
Learning Disabilities: Appropriate Practices for a Diverse Population. SUNY Series, Youth Social Services, Schooling, and

DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); *Computer Uses in Education; *Curriculum Design; *Disabilities; *Educational Technology; Elementary Secondary Education; Literacy; Mathematics Instruction; Preschool Education; Science Instruction; World Wide Web

This newsletter describes promising research in applying technology in the curriculum to improve learning opportunities for students with disabilities. Topics addressed include: (1) promoting access to early childhood curriculum; (2) considering assistive technology in the IEP; (3) using a web-based curriculum for elementary students with mild disabilities to enhance literacy learning, particularly writing; (4) improving access to the science curriculum using technology tools to help students develop understanding of scientific concepts and to ensure access to instructional activities; (5) improving concept development in mathematics; (6) supporting assistive technology at the state level; and (7) describing how technology supports Maine's state standards. Recommendations for integrating technology into the classroom are provided, including locating equipment where instruction and learning are taking place, selecting low tech applications whenever possible; integrating the use of technology into lessons in a purposeful and meaningful way, having the same equipment used in the classroom available in the child's home, offering training and technical support to classroom teachers initially, viewing the initial fiscal and human resources as an investment, and using the technology that is already in place when possible. (Contains 11 resources and a list of 8 resource contacts.) (CR)

ED 421 851 EC 306 625

Guenther, Alex
What Parents and Teachers Should Know about Academic Acceleration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acceleration (Education); *Advanced Courses; *Advanced Placement; Advanced Placement Programs; College Students; *Early Admission; Elementary Secondary Education; *Gifted; Higher Education; Honors Curriculum; *Peer Relationship; Student Needs; Student Placement

Designed for teachers and parents, this pamphlet addresses academic acceleration for gifted children and offers brief descriptions of some major types of acceleration along with issues of assessment and appropriateness for each. Early admission to kindergarten is described as attractive because it allows children to be accelerated without the disruption of social life and curriculum that later grade skipping might cause. Primary school advancement may cause concerns about serious difficulties such as loss of friendships with age peers, difficulty fitting in with the new class, and problems with both emotional and physical maturity, however, most research studies on grade skipping have not found these commonly feared effects. Many high schools and middle schools offer a wide range of acceleration options. Because students are with their age peers, there are fewer concerns about

(055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Children; *Computer Software; *Culture Conflict; Elementary Secondary Education; English (Second Language); *Language Minorities; Minority Groups; Public Schools; Social Integration; *Student Adjustment

This set of materials consists of three research reports concerning cultural and linguistic acculturation of minority children, and information about Acculturation Quick Screen, a technique, which includes computer software, for measuring students' relative level of acculturation to the public school environment in the United States. The research reports include a study examining the presence of and interaction between educational and cultural/linguistic characteristics of children experiencing acculturation, and a two-part report of a study of five Colorado school districts that examined the assessment and instruction of culturally and linguistically diverse children, learners of English as a Second Language. The Acculturation Quick Screen method and software (Acculturation Quick Screen Wizard) based on this and other research are then described, and techniques for their use are discussed. (Contains tables and references.) (MSE)

ED 421 872 FL 025 372

Martinovic-Zic, Aida
You Are What You Speak: Language Choice in Bilinguals as a Strategy in Power Relations.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Code Switching (Language); *English (Second Language); Ethnic Groups; Ethnicity; *Interpersonal Relationship; Language Attitudes; *Language Dominance; Language Patterns; Language Research; *Language Role; Language Usage; Power Structure; Self Concept; Sociocultural Patterns; *Sociolinguistics; Surveys
IDENTIFIERS- *Bilinguals

This study investigated the ways in which a bilingual's choice between the minority first language (L1) and the dominant second language (L2), in this case English, suggests the value the language has for the social and in-group identity of the bilingual. Adult bilinguals (n=38) of widely varying L1 backgrounds were surveyed concerning their language dominance, ethnolinguistic group enclosure, perceived social comparison to the L2 group, social contact/networking, and attitude toward the L2. Responses suggest bilinguals' strategies in choosing a language are socially conditioned in at least two ways: (1) there is a functional dependence on one or the other language in the relevant communicative contexts, and (2) in the L2-dominant society the relative tension between the perceived sociolinguistic power of L1 and L2 will lead a bilingual in language choice. When the dominant L2 is seen as competing with or undermining the value of L1, the L1 minority mobilizes the forces of its ingroup identity by choosing L1 as its crucially important attribute. It is concluded that as the tension in power relations between L1 and L2 moves along the sociocultural continuum, so does possible accommodation to L2, its

IDENTIFIERS- *China

This atlas of language vitality in China covers the majority Han (Mandarin) language and 59 officially recognized minority languages. The first section, on the Han language, gives a breakdown of its oral and written vitality overall and for eight domains (religion, schools, mass media, administration, courts, legislature, manufacturing industries, and sales and services). The subsequent three sections cover the other 59 languages. Section two uses histograms, vitality rate tables, and maps to give a breakdown of oral and written vitality overall and for each domain. In section three, maps of each province show language and vitality rates for each domain. Section four contains province maps showing vitality rates for those languages and for Han, including one or more of its dialects. An index of language names is included. (MSE)

ED 421 895 FL 025 401

Arlington County, VA Spanish Partial-Immersion Program Rubrics for Writing and Speaking in English and Spanish for Grades 1-5.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; Elementary Education; *English; Evaluation Criteria; *Immersion Programs; Language Proficiency; *Language Tests; Oral Language; Records (Forms); Second Language Instruction; Second Languages; *Spanish; *Verbal Tests; Writing Evaluation; *Writing Tests; Written Language
IDENTIFIERS- *Two Way Bilingual Education

The rubrics are designed for productive use (speaking and writing) of English and Spanish in two-way bilingual immersion programs. The rubrics were developed by classroom teachers working in elementary school Spanish partial immersion programs, in consultation with a special education teacher, reading specialist, middle school partial immersion teacher, and researchers. The instruments were designed to be used in authentic classroom situations, generate information useful in assessing student progress throughout the year, provide data useful in directing subsequent teaching, and articulate target expectation for language competency designed to parallel state and local goals. Introductory sections describe the materials' underlying principles, what is not assessed by them, appropriate tasks, rubric composition, uses, and scoring, and include a glossary of related terms. A form is included for each language and grade level for both speaking and listening. (MSE)

ED 421 896 FL 801 244

Nicholls, Mary; Raleigh, Robyn
Understanding Life in Australia: ESL for Older Learners. A Resource for Teachers.
PUB DATE- 98
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

if one can't find an academic position. (Contains 53 references.) (DB)

ED 421 914 HE 031 435

Isaac, Alicia
The African American Student's Guide to Surviving Graduate School. Graduate Survival Skills, Volume 5.
PUB DATE- 98
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Advising; *Black Students; College Choice; Doctoral Dissertations; *Graduate Study; Higher Education; Racial Bias; Self Management; Student Educational Objectives; Study Skills; Theses
IDENTIFIERS- *African Americans

This book offers African American graduate students practical advice concerning all aspects of graduate study. It is organized into 11 chapters which address the following topics: (1) what graduate school is, advanced degrees, and the importance for African Americans of obtaining graduate degrees; (2) choosing a graduate school and financing graduate education; (3) developing a master plan and the need to set goals and plan a program of study; (4) "staying in the game" (the value of mentorship; support from other students, family and friends; managing finances; and maintaining personal health); (5) "knowing when to leave the party," loving oneself, social life, alcohol and drugs, and love relationships; (6) effective strategies for good study tactics, writing papers, making connections, and the comprehensive examination; (7) selecting and managing one's major professor and advisory committee; (8) the thesis or dissertation (common fears, the dissertation format and process); (9) the dissertation defense; (10) completing the degree; and (11) dealing with racism. (Contains 22 references.) (DB)

ED 421 915 HE 031 436

Ries, Joanne B.; Leukefeld, Carl G.
The Research Funding Guidebook: Getting It, Managing It, and Renewing It.
PUB DATE- 98
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Aid; *Financial Support; *Fund Raising; *Grants; Grantsmanship; Higher Education; Private Financial Support; Program Proposals; *Proposal Writing; Research Opportunities; *Research Proposals

This guide, intended primarily for new or inexperienced researchers, provides suggestions for obtaining and maintaining external funding from grants and contracts. It emphasizes that this effort requires considerable thought, ongoing planning, sound management, and clear decisions. The book uses the National Institutes of Health application and review model. The

and Universities.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Comparative Analysis; *Compensation (Remuneration); *Fringe Benefits; Higher Education; Income; Inflation (Economics); Peer Institutions; Private Colleges; Public Colleges; *Salaries; State Universities; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Illinois

This report presents an analysis of weighted average salaries for full-time faculty and civil service employees at Illinois public and independent colleges and universities, and the Illinois Mathematics and Science Academy. The report includes average salaries for fiscal years 1985, 1990, and 1996-98 and compares salaries with select economic indicators to determine how well salaries have kept pace with inflation. Finally, the report compares average salaries at Illinois institutions with average faculty salaries at comparable institutions in other states as a measure of salary competitiveness. The report suggests that Illinois colleges and universities have been generally successful in increasing salaries at or above the rate of inflation but less than the increase in Illinois per capita income. Additionally, all sectors of Illinois higher education have lost ground relative to salaries at peer institutions in other states, with the salaries at Illinois public universities now 5 percent below median salaries at peer institutions. The data show that for both public and independent institutions nonsalary benefits are less than comparable benefits at peer institutions. Fourteen data tables are included, and a description of data sources, comparison groups, and study methodology is appended. (MAB)

ED 421 935 HE 031 458

Zhang, Zhicheng; RiCharde, R. Stephen
Assessing College Students' Development: A Repeated-Measures Analysis Using a Mixed Model.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Ability; College Students; Higher Education; Intellectual Development; Learning Processes; Longitudinal Studies; Males; *Metacognition; Self Control; Self Efficacy; *Study Skills; *Thinking Skills
IDENTIFIERS- Repeated Measures Design

This study investigated students' metacognitive and intellectual development within the context of academic training, achievement, and personality type, using two longitudinal data sets from a four-year public institution. The first set included 408 male students of the 1996 cohort; the second was comprised of 419 male students of the class of 1997. The two cohorts were measured on three occasions: freshman matriculation, end of sophomore year, and immediately prior to graduation. Results of the study indicated that: (1) metacognitive development unfolds in a discontinuous pattern

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education. July 1, 1996 - June 30, 1997.
PUB DATE- 98
NOTE- 83p.; For the previous year's report, see ED 403 800.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *College Programs; *Degrees (Academic); Doctoral Degrees; Enrollment Trends; Graduate Study; *Higher Education; Masters Degrees; Tables (Data); Undergraduate Study
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered and student program completions for fiscal year 1996-97 in the 19 public and private postsecondary educational institutions in North Dakota. The first table lists all programs offered, coded according to the Classification of Instructional Programs (CIP code) system. For each CIP code, the offering institutions are listed, with the level of program offered (certificate, diploma, associate, bachelor, and/or graduate) indicated. The second table lists, by institution, the number of students completing programs (by CIP code). Separate listings are provided for one-year and two-year programs, for bachelor's degree programs, and for master's and doctoral programs. Another table lists the total number of North Dakota program completions by field of study for 1986-87, 1995-96, and 1996-97. (DB)

ED 421 956 HE 031 494

Byer, John L.
Fraternity Members' Perceptions of How Involvement in a Fraternity and Involvement in Student Government Has Influenced Their College Experiences.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Diversity (Student); *Fraternities; Higher Education; Interpersonal Competence; Interviews; Qualitative Research; Social Integration; *Student Attitudes; *Student Development; *Student Government; Student Leadership

This qualitative research study investigated fraternity members' perceptions of how involvement in a fraternity and in student government influenced their college experiences. Four fraternity members who were also members of the student senate were interviewed. Three of the participants were Caucasian and one was African-American. Interview transcripts were categorized and coded using the constant comparative method. Analysis identified three themes: the leadership skill theme, the social skill theme, and the social acceptance versus social exclusion theme. Specific findings indicated that: (1) interviewees perceived that fraternity and student government involvement had promoted their leadership and social skills; (2) interviewees perceived some aspects of fraternity involvement as being socially exclusive, whereas other aspects of fraternity involvement were seen to encourage social acceptance of diversity; and (3) interviewees emphasized the importance of appreciating social interactions with different kinds of people, both within the fraternity and the college at for educators. The purpose is to provide a practical handbook for administrators and teachers, as well as to reflect on the potential of this new technology to redefine the traditional curriculum in elementary and high schools. Throughout this book appear boxed definitions and highlighted Internet site addresses that pertain to the text. The guide includes the following sections: (1) "Introduction"; (2) "Getting Connected to the Internet"; (3) "The Internet and Education"; (4) "Integrating the Internet into the Curriculum"; (5) "Model Internet Lesson Plans"; (6) "Electronic Mail"; (7) "Establishing an Acceptable Use Policy for Your School"; (8) "Learning about Others through the Internet"; (9) "Useful Web Sites for Teachers"; (10) "Setting up Your Own Web Site"; and (11) "Just for Fun." The appendices include a partially-annotated bibliography (47 titles), sample acceptable use policies and forms, and an index to terms defined in the book. (DLS)

ED 421 976   IR 018 948

Provenzo, Eugene F., Jr.
The Educator's Brief Guide to Computers in the Schools.
PUB DATE- 96
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Games; Computer Networks; *Courseware; *Curriculum Development; Educational Technology; Elementary Secondary Education; Hypermedia; Microcomputers; Professional Associations; School Funds; Special Education; Video Games
IDENTIFIERS- Home Pages; *Technology Integration; Technology Plans; Web Sites

This book provides basic information and answers to help guide educators in developing an effective and meaningful educational computing program. Throughout the book appear boxed definitions pertinent to the text, examples of useful products, and necessary contact information. The guide includes the following sections: (1) "Introduction"; (2) "Computer Basics"; (3) "Computers and Education"; (4) "Educational Software"; (5) "Computers as Tools"; (6) "Multimedia and Hypermedia"; (7) "Networking and Online Services"; (8) "Computers and Inclusion"; (9) "Video and Computer Games"; (10) "Finding Funding for Your School"; and (11) "Managing Educational Computing." Appendices include a diagram of an MS-DOS computer, a directory of hardware and software sources, a list of computer journals of interest to administrators and teachers, a list of relevant associations and organizations, a list of special education associations and organizations involved in adaptive technology, a list of computer conferences, a partially-annotated bibliography (51 titles), a model survey for determining faculty computer skills and needs, sample technology plans and funding requests for schools, sample school World Wide Web home pages, and an index to terms defined in the book. (DLS)

ED 421 977   IR 018 949

Bozeman, William C.; Baumbach, Donna J.
Educational Technology: Best Practices from America's Schools.

Szuba, Tom
Safeguarding Your Technology: Practical Guidelines for Electronic Education Information Security.
PUB DATE- 98
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Computer Networks; *Computer Security; Computer Software; *Educational Administration; *Educational Equipment; Educational Planning; Educational Policy; *Educational Technology; Elementary Secondary Education; Information Management; Internet; Needs Assessment; Online Systems; Program Implementation; Safety; Strategic Planning

This guide was developed specifically for educational administrators at the building, campus, district, system, and state levels, and is meant to serve as a framework to help them better understand why and how to effectively secure their organization's information, software, and computer and networking equipment. This document is organized into 10 chapters/content areas: (1) Why Information Security in Education?; (2) Assessing Your Needs (Risk Assessment); (3) Security Policy: Development and Implementation; (4) Security Management; (5) Protecting Your System: Physical Security; (6) Protecting Your System: Information Security; (7) Protecting Your System: Software Security; (8) Protecting Your System: User Access Security; (9) Protecting Your System: Network (Internet) Security; and (10) Training: A Necessary Investment in Staff. Each chapter includes: an overview, commonly asked questions, anecdotes illustrating real-world relevance, security guidelines (actual recommendations), and a summary checklist of "things to do" (based on the guidelines). Key points about the development and implementation of effective information security policies are conveyed throughout the document. A glossary, index, and appendices containing additional resources about computing, a FERPA Fact Sheet, related NCES publications, sample acceptable use agreements, a bibliography and selected reference materials and citations are included. (AEF)

ED 421 997 IR 019 031

Ninno, Anton; Plotnick, Eric
AskLN (Ask the Learning Network). End of Project Report.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Mediated Communication; *Information Networks; *Information Services; Program Implementation; User Needs (Information)
IDENTIFIERS- *American Telephone and Telegraph Company; *AskERIC; Communication Infrastructure; Information Infrastructure; Question Answering

This report summarizes the history of AskLN (Ask the Learning Network), a project funded by AT&T. It outlines valuable insights and information gained as a result of a successful 22

Technologies. Information Resources Management Association International Conference (Boston, Massachusetts, May 17-20, 1998).
PUB DATE- 98
NOTE- 948p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software Development; Developing Nations; Distance Education; Global Approach; Higher Education; *Information Management; Information Networks; Information Science; Information Science Education; *Information Systems; *Information Technology; Library Automation; Man Machine Systems; Research and Development; Technological Advancement; Telecommunications
IDENTIFIERS- Health Information; Multimedia Technology

This proceeding of the 1998 Information Resources Management Association International Conference contains 80 full papers, 87 research in progress papers, 33 abstracts, and 15 panel, workshop, and tutorial summaries. The papers focus on issues of managing information technology (IT) in organizations around the world. Issues covered include: accounting information systems, the human side of IT, global IT management, IT management in developing countries, emerging technologies management, IT in Asia-Pacific countries, strategic IT management, telecommunications and networking technologies, IT management in healthcare, database management technologies, end-user computing, decision support technologies, IT in libraries, computer-aided software engineering tools, multimedia computing, object-oriented technology, societal issues of information resources management (IRM), IT education, distance learning technologies, expert systems technologies, IT innovation and diffusion, IRM in government, software process improvement, and Internet and intranets. (Includes an author index. (DLS)

ED 422 018 IR 057 142

Smith, Stephen J.
Graduate Assistant Informational & Procedures Manual.
PUB DATE- 95
NOTE- 489p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; *Cataloging; Computer Oriented Programs; Higher Education; Information Policy; Library Automation; *Library Catalogs; *Library Technical Processes; Online Catalogs
IDENTIFIERS- *University of Illinois Urbana Champaign

This manual was compiled for use by staff and graduate assistants working in the OCLC Cataloging Section of the Automated Services Unit, Technical Services Division, University of Illinois Library at Urbana-Champaign. Although the procedures described are institution-specific, their applications could be adapted to accommodate copy cataloging operations within research libraries of similar or smaller scope. The overall structure of the manual is from the general to the particular, separated into three volumes. The first volume identifies basic principles and concepts of cataloging and discusses catalog management. The remaining volumes, volume two: cataloging

DESCRIPTORS- *Community Colleges; *Educational Research; Student Attitudes; Student Characteristics; Teacher Attitudes; *Teacher Student Relationship; Two Year Colleges; *Writing Attitudes; Writing (Composition); *Writing Instruction; *Writing Skills

This dissertation investigates community college students' and their teachers' perceptions about writing in a beginning composition course. The study explores their views about composition, discusses possible conflicts regarding different ways writing can be defined, and offers suggestions to resolve tension. The means by which educators and students at the community college level approach writing as a classroom subject are described. An ethnographic methodology was used to focus on the complex structure of classroom life. A teacher-as-researcher approach allowed constant interaction between participants and researcher to gain insights on a daily basis. Data collection included observations/field notes, instructor/researcher journals, course materials, student interviews, student records, individual student journals, and written assignments. A four-phase plan was used to analyze student/teacher and student/student relationships. Three main themes were discovered: (1) how students viewed themselves as writers and students on past experiences influenced their present attitudes and behaviors; (2) effective collaboration was important in strengthening a classroom culture; (3) developing goals helped students understand the relevancy and importance of writing. The study is divided into the following five chapters: introduction, review of literature, design of the study, results and analysis, and discussion and implications. Appended is an explanation of coding and category development. (Contains 80 references.) (Author/AS)

ED 422 038   JC 980 361

Eller, Ronald; Martinez, Ruben; Pace, Cynthia; Pavel, Michael; Garza, Hector; Barnett, Lynn
Rural Community College Initiative: I. Access: Removing Barriers to Participation. AACC Project Brief.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; *Economic Development; Educational Finance; Institutional Survival; *Rural Development; *Rural Education; *School Community Relationship; School Location; Two Year Colleges
IDENTIFIERS- *Rural Community College Initiative

The Rural Community College Initiative (RCCI) is a decade-long commitment by the Ford Foundation to community colleges in distressed rural areas of the United States. Through RCCI, the Foundation channels both funds and technical assistance to targeted community colleges to improve access and foster economic development. The RCCI approach includes redefining a college's concept of "access." Faced with out-migration and stagnant or declining economies, rural communities need planned, targeted outreach. By removing barriers to participation in higher education despite financial and other challenges--and by creating a new awareness of opportunities--rural community colleges may become effective catalysts for community revitalization. Provided in the article are four strategies of effective local practices, including partnerships for transition, alternative delivery systems, academic support

*Semiotics
IDENTIFIERS- Developmental Theory; *Ecological Perspective; *Vygotsky (Lev S)

The persistence of the constructivist agenda within learning and developmental theory suggests that underneath the seemingly disparate views of Piagetian, socioculturalist, and ecological perspectives lie some unifying concepts that find their mutual expression in constructivism. The paper contends that semiotics provides the conceptual means to reveal these correspondences, and further, that semiotics, specifically Peirce's (1965; 1991) triadic relationship of thought, or triadicity, is able to serve as both a unifying and guiding conceptual tool for developmental theories because it addresses their most fundamental concern: how the quality of thought can change over time. The paper discusses the semiotic underpinnings of each of these three theoretical approaches: Piagetians and Neo-Piagetians, Vygotsky and the socioculturalists, and the ecological approach founded by James and Eleanor Gibson. Specifically, the paper discusses the equilibration and reflective abstraction within the Piagetian and Neo-Piagetian tradition, conceptual development in Vygotsky's work, and differentiation and integration in the perceptual learning theory of Eleanor Gibson. The paper concludes that all these theories serve the same idea: that students should constantly be encouraged to construct, discover, or perceive a multiplicity of meanings, and that educational practices should cater to this view. (Contains 41 references.) (EV)

ED 422 058 PS 026 627

van Haren, Wil; Kischnick, Rudolf
Child's Play 1 & 2: Games for Life for Children. Lifeways Series.
PUB DATE- 95
NOTE- 193p.; Translated by Plym Peters and Tony Langham; published by Hawthorn Press; for "Child's Play 3," see PS 026 628.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Children; *Childrens Games; Elementary Education; *Games; Handicrafts; Leaders Guides; *Play; Preschool Education; Recreational Activities

This book contains descriptions of 172 games for children from toddlerhood through adolescence, and is designed as a guide for parents, teachers, and play leaders. Following an introduction describing the child's relationship to games, the book is divided into two parts. Part 1 is aimed at toddlers and contains over 90 circle games, singing games, and games based on traditional crafts. Part 2 is divided into sections according to age, and gives descriptions and backgrounds of games with movements. Recommended ages are given for each game, and music notation for each game is included. (KB)

ED 422 059 PS 026 628

van Haren, Wil; Kischnick, Rudolph
Child's Play 3: Games for Life for Children and Teenagers. Lifeways Series.
PUB DATE- 94
NOTE- 95p.; Translated by Plym Peters and Tony Langham; published by Hawthorn Press; for "Child's Play 1 & 2," see PS 026 627.

ED 422 078 PS 026 721

Hitting the Mark: A Resource Guide and Checklist for Enhancing Early Childhood Care and Education.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Child Caregivers; Child Development; Classroom Environment; Curriculum Development; Day Care; Early Childhood Education; Educational Objectives; *Educational Principles; Family Involvement; *Knowledge Base for Teaching; *Professional Development; Standards; *Teaching Skills

Reflecting some of the most up-to-date thinking about enriching the experience of those who plan for and are involved in the care of children, this brochure lists critical skills of those individuals in the child care profession, and may be used as a reminder and as a self-evaluation tool. The skills highlighted are: enhancing child development; contributing to developmentally appropriate curriculum; supporting and encouraging family involvement; promoting a healthy and safe environment; supporting cultural and individual diversity; providing guidance in developing relationships; using observation and assessment; and maintaining standards of professionalism. Each targeted skill area includes a detailed checklist of relevant skills. (JPB)

ED 422 079 PS 026 722

Kirschner, Sarah; Patton, Corinne; Renkemeyer, Heather
Pathways in Early Care and Education: Career Opportunities in the Field.
SPONS. AGENCY- Danforth Foundation, Clayton, MO.
PUB DATE- 98
NOTE- 29p.; Funding also provided by the St. Louis Service Bureau Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Careers; *Child Care Occupations; *Child Caregivers; Day Care; Day Care Centers; Early Childhood Education; Employment Opportunities; Family Day Care; Full Day Half Day Schedules; Professional Development
IDENTIFIERS- *Missouri (Saint Louis); Program Characteristics

Intended to bring positive awareness and professionalism to the field of early care and education, this career directory introduces those who are beginning careers in child care to a diverse mix of job options in the St. Louis, Missouri area. For those already in the profession, the guide provides a look at other opportunities in the field. The guide includes careers in full-day and part-day child care facilities, and as family child care providers. Careers with families, in school-based programs, in the private sector, and in the community are also covered. The guide also examines issues in the field. A resource section containing contact information of programs and services for caregivers, families, children and the community is appended. (JPB)

Feasibility Studies; Higher Education; Human Resources; Labor Force Development; Labor Market; *Management Games; *Manufacturing Industry; Marketing; Money Management; Personnel Management; *Simulated Environment; Site Selection

This document is a class simulation that details the work of a fictitious consulting firm that was challenged by a group of 10 doctors (who were each willing to commit $50,000) to study the feasibility of starting a company that would employ the greatest possible number of people from Monongalia and Preston counties in northern West Virginia. The following are among the topics discussed: conditions of the challenge; decision to develop a footwear manufacturing business; site selection (selecting a community and examining the economic base; determining the economic base; analyzing population data; identifying the competition; considering access, costs, and lease options); production (organizing for efficient production operations; developing an equipment, operations, and production sequence; estimating equipment costs); design (product designs, product testing and safety, production analysis, social and economic impact); marketing (market research, advertising, development of a marketing department); human resources (labor market survey, employee salaries, working hours, job descriptions, union information, benefit information, personnel policy); management (legal structure, management and organizational plan, initial training and team building, labor relations, environmental impact, ancillary services); and financial summary (projected start-up costs; operating costs and capital expenses; wages, salaries, and benefits; strengths and weaknesses). Seventy-three tables and figures are included. The bibliography contains 70 references. (MN)

ED 421 623   CE 076 845

Eckert, Doug; Casto, Lori
Heavy Duty and Industrial Alternative Fuel Applications. Forklift and Material Handling. Alternative Fuels Training.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Air Pollution; *Alternative Energy Sources; Environmental Standards; *Equipment Maintenance; Fossil Fuels; Instructional Materials; Labor Standards; Learning Activities; Lesson Plans; *Occupational Safety and Health; Postsecondary Education; Pretests Posttests; Secondary Education; *Service Vehicles; Staff Development; Teaching Guides; Trade and Industrial Education; *Work Environment
IDENTIFIERS- Fork Lift Truck Operators; Fork Lifts; *Materials Handling

This training manual is designed to lay the foundation for trainers and technicians by showing the steps to achieve and maintain good indoor air quality through use of cleaner-burning forklifts and materials handlers. The first part of the manual consists of nine units that provide informational material and diagrams on these topics: comparison of gaseous fuels to gasoline; fuel system operation; propane tanks; compressed natural gas (CNG) cylinders; fuel system components; health and safety; fueling; maintenance and repair; and exhaust emissions. A glossary is provided. The second part of the manual contains a suggested agenda for a 2-day course covering the material. A one-page lesson plan called instructor notes is provided for each unit as well as the following: introductions, pretests, problem-solving, and other skills and attitudes necessary for future work and learning. Although service learning has been classified as a form of work-based learning, students participating in service learning receive no financial reward. Like school-to-work efforts, service learning connects students to their communities through work force participation, promotes a learning approach through which students apply academic and vocational skills and knowledge to real life/work situations, and is based on the belief that students learn best when actively engaged in the learning process. Besides expanding students' knowledge and skills for employment, service learning also offers personal benefits for students, including increased self-confidence, competence, and empathy for others. When integrated with community development, service learning has the potential of awakening student interest in community issues. It offers teachers an opportunity to implement educational reform strategies emphasizing student-centered contextual learning, and it affords teachers a way to teach values, morals, and ethics. Service learning is not just for elementary and secondary students; for example, the University of Louisville is piloting a service learning program for professional development of preservice teachers. (Contains 14 references) (MN)

ED 421 641 CE 076 891

Kerka, Sandra
Career Development and Gender, Race, and Class. ERIC Digest No. 199.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Theories; Career Choice; *Career Development; *Career Education; Educational Research; Educational Theories; Ethnic Groups; *Racial Differences; *Sex Differences; *Social Class; Social Science Research; *Theory Practice Relationship; Trend Analysis; Vocational Maturity
IDENTIFIERS- ERIC Digests; *Salience

Many theories of career development are derived from theories of personality; however, broader perspectives on career development are being built on emerging research focused on gender, race, ethnicity, and social class. The main career development theories are as follows: trait and factor theories (which assumes the possibility of matching individual traits to occupational requirements); life-span theories (which take a long-term developmental perspective); and social cognitive career theory (which identifies the interaction of personal attributes, external environmental factors, and behavior in career decision making and focuses on the influence of self-efficacy beliefs and outcome expectations). Researchers are beginning to reexamine all three theories in terms of two concepts: career maturity (the readiness to make appropriate career decisions) and salience (the value individuals place on life roles). This research is suggesting that career choice and development are influenced by multiple factors, including experiences of sexism, racism, and classism and the salience of various life roles and identity. Recommendations include the following: career counseling should take place within the secondary and associate degree educators. The competencies are rated either "essential" (necessary to ensure minimal levels of employability by entry employees, must be included in all new tech prep programs), or "recommended." Competency builders are included for each competency. Some of the groups of competencies covered in the units include the following: employability skills; professionalism; teamwork; professional practices; workplace safety; project management; problem analysis; general administrative functions; economic and business principles; basic computer concepts and applications; customer relations; market research; business management; business law; writing; appreciation of the arts; programming; introduction to interactive media; graphic design fundamentals; photography; computer graphics, digital imaging, and animation; video and film production; audio production; web page design; and interactive media production. (KC)

ED 421 658   CE 076 925

Vogel, Susan A., Ed.; Reder, Stephen, Ed.
Learning Disabilities, Literacy, and Adult Education.
PUB DATE- 98
NOTE- 377p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Students; At Risk Persons; Career Education; *Career Planning; Diagnostic Tests; *Disability Identification; Dyslexia; Educational Attainment; Educational Legislation; Employment Services; Federal Legislation; Foreign Countries; *Learning Disabilities; *Literacy Education; Numeracy; Professional Development; Screening Tests; Teaching Methods
IDENTIFIERS- Americans with Disabilities Act 1990; Job Opportunities and Basic Skills Program

This book deals with the long-neglected problem of learning disabilities (LDs) and the relationship of LDs to difficulties in the acquisition of literacy. Its 17 chapters are divided into 5 sections that begin with an opener to help the reader identify the main themes and content of each chapter in the section. Four chapters in Section I address the most basic questions surrounding LDs: "Adults with Learning Disabilities" (Susan A. Vogel); "Americans with Disabilities Act, Section 504, and Adults with ADs in Adult Education and Transition to Employment" (Laura F. Rothstein); "Educational Attainment of Adults with LDs" (Susan A. Vogel, Stephen Reder); and "Literacy Education for Adults with LDs" (Jovita M. Ross-Gordon). Five chapters in Section II concern, from various vantage points, the basic questions of whether and how adult education students with LDs should be identified: "National Adult Literacy and LDs Center" (Neil Sturomski et al.); "Rationale, Components, and Usefulness of Informal Assessment of Adults with LDs" (Nancie A. Payne); "PowerPath to Adult Basic Learning" (Laura P. Weisel); "Screening and Diagnosis of Dyslexia in Adults in the United Kingdom" (Angela J. Fawcett, Roderick I. Nicolson); and "Screening and Assessment Results of the LDs Initiative" (Melinda Giovengo et al.). Four chapters in Section III address the question of how adult education students with LDs should be taught: "Professional Development in LDs for Adult Literacy Providers" (Blanche Podhajski); "Matching Student Needs to Instruction" (Barbara A. Wilson); "Math Literacy" (James R. Patton et al.); and "Literacy for Adults with LDs Through Assistive Technology" (Marshall H. Raskind). Three chapters in Section IV focus on important issues beyond the classroom for of human behavior; and environmental effects on individuals. Chapter 2, "Advanced Technology: Career, Economic, Educational, and Psychological Effects," considers the interaction of science and technology and the relationships of advanced technology, the occupational structure, work, and human behavior. In Chapter 3, "The Changing American Family," changes in demographics and the family structure are related to stresses and counseling approaches. Chapter 4, "Pluralism and Cultural Diversity in the American Population," considers emerging cultural demographics, cultural diversity, and cross-cultural counseling. "Special Populations at Risk" are next: Chapter 5 discusses children and youth and Chapter 6 considers adults. Chapter 7, "Changing Concepts, Processes, and Practices of Counseling," provides an overview of the changing models and paradigms of counseling practice. Chapter 8, "Recurring and Emerging Challenges in Counseling," discusses professional identification issues and the emerging challenges of AIDS, substance abuse, and aging. Lastly, chapter 9, "Future Challenges for Counseling," provides an overview of new perspectives on the counselor's role. (EMK)

ED 421 677 CG 028 622

Henderson, Patricia; Gysbers, Norman C.
Leading and Managing Your School Guidance Program Staff. A Manual for School Administrators and Directors of Guidance.
PUB DATE- 98
NOTE- 418p.; For related documents, see ED 402 535.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Administrators; Advocacy; Educational Counseling; Elementary Secondary Education; Empowerment; Guidance Objectives; *Guidance Personnel; *Guidance Programs; Performance Factors; Personnel Evaluation; *Program Administration; Program Development; Program Implementation; School Administration; School Counseling; School Counselors; School Guidance

What is the job of guidance program staff leaders? Specific, practical support is provided for bringing guidance and program staff together for successful implementation of programs and advocating for them outside the department. Part I, "School Guidance Program Staff Leadership: Evolving Concepts and Practices," addresses overall program leadership of school guidance programs in a context that includes the history, present status, and possible future of guidance. Inside a framework of 20 specific competencies, job descriptions, organizational structures and leadership roles are discussed. Part II, "Building-Level Guidance Program Staff Leadership: Creating the Climate for Effective Guidance Program Implementation," addresses the need to empower counselors to carry out program roles and responsibilities, advocacy, and the relationship of counselors' jobs to the program within schools. Part III, "Building-Level Guidance Program Staff Leadership: Enhancing the Professionalism of School Counselors," covers promoting competence and commitment, supervision of counselors and other staff members, and performance evaluation. Part IV, "District Guidance Program Staff Leadership: Roles and Responsibilities at the District Level," considers the climate for effective districtwide guidance program implementation and the professionalism of building guidance program staff leaders.

months. Students in the experimental and control groups were measured (pretest and posttest) using the Morse Street Marker Book Assessment and the Reading Recovery Observational Survey. Four workshops for families of students were planned and implemented. Parents completed a survey. Results indicated that students in the experimental group achieved higher literacy development than their at-risk peers in the control group. Survey responses were extremely positive regarding all aspects of the program. (Contains four tables of data; an appendix contains survey instruments.) (RS)

ED 421 697 CS 216 385

Lowe, Kelly Fisher
The Cybernetic Writing Program.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; Administrator Effectiveness; *Administrator Role; *Cybernetics; *Feedback; Higher Education; *Program Administration; Program Descriptions; Writing across the Curriculum; *Writing Laboratories
IDENTIFIERS- Learning Environment

This paper looks at the role of a Writing Program Administrator, and applies the idea of a cybernetic system to the administration of the program. In this cybernetic model, the Writing Program Administrator (WPA) works as both a problem solver and problem causer, with the responsibility of keeping the program in proper balance. A cybernetic writing program emphasizes the interaction of organisms with an environment; contains an element of purpose or objective; has several control principles which are specifically addressed to the purpose/objective; features multiple lines of feedback, which are related specifically to the interactions; and finally, has a mechanism whereby the feedback gets specifically used to modify any initial acts. The paper describes in detail how the attempt was made to create an environment featuring two important cybernetic concepts: an extensive strategic planning stage, and the allowance for multiple pathways for feedback. It further describes how several cybernetic management functions have been implemented, including "feedback loops," the "limiting of uncertainty," a quick "response to feedback," and the idea of "management by exception." Contains nine references. (SR)

ED 421 698 CS 216 392

Pounds, Buzz R.
Standardization, Diversity, and Teacher Evaluation of Writing.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

each other to make the Way/the Tao. In cross-cultural studies, presumed "deficiencies" in rhetoric deserve scrutiny because it is difficult for a person to escape the limitations of his or her conceptual framework and underlying assumptions. More studies need to be done on cultural differences, for example, on ideas that the West has and the Chinese do not, so that a dialog between the similarities and differences can yield more understanding. (Contains 15 references and three illustrations.) (NKA)

ED 421 716 CS 216 433

Mastrangelo, Lisa

Addressing Competing Rhetorical Demands in the Classroom: Using the Newsletter To Explore Student Roles as Writers, Students, and Intellectuals.

PUB DATE- 98

NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Awareness; Classroom Techniques; Higher Education; Instructional Innovation; *Newsletters; Student Participation; *Student Publications; *Student Role; Writing Exercises; *Writing Instruction; *Writing Workshops

IDENTIFIERS- Writing Contexts

While recent arguments often propose that students should be engaged as writers in service to the larger community, the question remains how to engage students as intellectuals, writers, and creators of knowledge in an intellectual setting that mostly asks them to be passive learners. In Project Renaissance, leaving behind the familiar boundaries of freshman composition, a weekly newsletter was coordinated and worked on during workshop time, separate from the lecture component of the course. The students used the medium that they were given to pass messages to their audiences in ways that the instructor could not have coached them without the medium of an actual, multiplicitous audience. Each student was responsible throughout the semester for the production of approximately four newsletters. The newsletter engaged students in four different required activities: (1) a summary of the week's lectures; (2) a summary of the week's readings; (3) a report on what their peers in other sections of the course were doing; and (4) a list of questions to the lecture faculty in the course, addressing issues or concepts that they wanted clarified and connections they wanted made. The faculty's responses to the previous weeks' questions, when given, were printed. The challenge of competing rhetorical demands allowed the students to negotiate their roles as peer reporters, as well as producers of a product that would be viewed by faculty and assessed for a grade. (CR)

ED 421 717 CS 216 435

Dreyer, Diana Y.

Cognitive Dissonance in the English Education Classroom.

PUB DATE- 98

NOTE- 10p.; Paper presented at the Annual Spring Conference of

Projects; Research Needs; Student Evaluation
IDENTIFIERS- Debate Delivery; Debate Tournaments; Research Suggestions

A pilot study examined the kinds of comments made on oral interpretation ballots and whether the comments suggest a useful criteria for an effective oral interpretation performance. A total of 1,737 comments were recorded from 304 ballots from two forensics tournaments. Classifications of comments were created as ballots were analyzed. A total of 25 classifications were created. Results indicated that judges most frequently made comments in the following areas: vocal delivery, introduction, characterization, emotion, and physical delivery. Results also indicated that most of the time comments suggested a useful and appropriate criteria for an effective interpretation performance. However, specificity is often lacking in interpretation ballots. Further research should focus on specific events in the hopes of better understanding each of the oral interpretation arenas. (Contains 25 references and a table of data.) (RS)

ED 421 735 CS 509 885

Mackey, Barbara
The Lost Acting Treatise of Charles Macklin.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acting; *Dramatics; Instructional Effectiveness; Student Needs; *Teacher Developed Materials; *Teacher Student Relationship
IDENTIFIERS- Directing (Theater); Eighteenth Century; *Theater History; Theater Research

This paper examines the career of Charles Macklin of London, an 18th-century actor/director/teacher, whose treatise on his performative approach and pedagogical techniques, "On the Science of Acting," was lost at sea in a 1772 shipwreck. Citing two letters Macklin received from his actress daughter, Maria, and fragments of his own accounts as well as contemporary comments, the paper considers what might have been included in his lost treatise. The first part discusses Macklin's acting--he was on the stage for nearly 70 years and is credited with anticipating Garrick in developing a more natural acting style. According to the paper, his portrayal of Shylock in "The Merchant of Venice" was probably his best role; Alexander Pope is known to have exclaimed: "This is the Jew that Shakespeare drew." The second part discusses Macklin's pedagogy, noting that at every stage of his career he taught acting. The paper quotes remarks from his students which confirm that his teaching was like his personality--kindly but "no nonsense." It states that Macklin began by ridding his students of all formality and artificiality of manner, and when he felt the student was able to achieve a "naturalism" in his delivery, then Macklin had the performer "accommodate techniques to the requirements of the play." The paper also examines Macklin as a director. It concludes that, through personal example and his students, Charles Macklin had a pervasive influence on the mid-18th century trend toward a more natural acting style. Contains a picture of Macklin and a 22-item bibliography. (NKA)

ED 421 736 EA 028 899

Kuo, Victor
District Office Support of School Restructuring: Case Study Results and Theoretical Implications.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Agents; *Change Strategies; Educational Change; Educational Theories; Elementary Secondary Education; *School Restructuring; School Support
IDENTIFIERS- Accelerated Schools

This study by the Accelerated Schools Project at Stanford University explores the factors that were prominent in district office support of school reform. The paper details findings from case studies conducted between 1995 and 1997 of three district offices that have been supportive of Accelerated Schools and school restructuring. For the study, three subquestions were developed based upon the philosophy of the Accelerated Schools model and previous surveys: (1) What were the roles of school-site and district-office personnel with respect to school reform?; (2) What activities did the district office conduct to support school reform?; and (3) How can the decision-making processes between the district office and school sites be characterized? The three districts that were a part of this study were located in suburban settings. The findings, presented in light of recent advances within neoinstitutional theory, suggest that a theory of organizational maintenance and change may be applied to understanding how district offices may support the long-term success of Accelerated Schools as well as school restructuring in general. Furthermore, results show the importance of recognizing that such change depends on elements beyond the school site. Propositions for future research are suggested. (Contains 32 references and 4 appendices.) (RJM)

ED 421 756 EA 029 146

Boettiger, Brigitte
Colorado's Charter School Policy and Teacher Professionalism: School Level Interpretations.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bureaucracy; *Charter Schools; Decentralization; Elementary Secondary Education; Employment Opportunities; *Professional Development; *School Organization; *Teachers
IDENTIFIERS- *Colorado

To explore how charter schools will enhance teacher professionalism, this paper provides a theoretical framework for a qualitative study that investigated the role played by Colorado's charter-school policy in teacher development. Based on a review of the literature, the paper provides a baseline for comparison. The text examines bureaucratic conceptions of teaching, the prevalence of educational bureaucracies, and the effects of bureaucratic control and standardization, claiming for preservice student experiences. The high school's conceptual structure revolved about simultaneous renewal of the school and the teacher education program. Partners have learned valuable lessons about developing commonality of purpose and culture, cultivating mutual interests, enlarging teacher involvement, and synchronizing academic calendars. Included are two explanatory appendices. (MLH)

ED 421 775 EA 029 181

Brown, Marie; Boyle, Bill; Boyle, Trudy
The Effect of Decentralisation on the Shared Management Role of the Head of Department in Secondary Schools in England.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; *Department Heads; Foreign Countries; Interviews; Leadership Styles; *Management Teams; *Participative Decision Making; Pilot Projects; *Role Perception; *Secondary Education
IDENTIFIERS- *England

This research examines how department heads in (British) secondary schools perceive their management roles and their access to the real decision-making power that occurs outside departmental confines, but within schools. In structured interviews, 30 department heads from 21 schools were encouraged to reflect on opportunities for collegial collaboration, use of cross-departmental planning models, correlation of departmental priorities with whole-school priorities, involvement in whole-school management roles, interrelationship of departmental and school budgets, departmental and whole-school evaluation policies, and related issues. Three distinct patterns of school management styles emerged, ranging from a high commitment to collegial decision making to few opportunities for shared management. Department heads of all three school types said they saw value in cross-departmental collaboration, but were not always asked to contribute meaningfully to extradepartmental planning decisions or to whole-school issues. A majority voiced cynicism about consultation exercises and dialoguing with their senior management team. The headteacher's centrality may impede improvement of school organization. Using the senior management team in more collaborative leadership patterns may extend middle-management team contributions. (Contains 14 references.) (MLH)

ED 421 776 EA 029 183

Grose, Kim
Partners in School Innovation: An Unusual Approach to Change Facilitation.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

everyday school settings is created from the practical, daily actions occurring within complex social environments. These actions develop largely from members' attempt to make actions accountable. Practical actions have indexality (meaningful context), are oriented toward building structures, and revolve about rules and norms. Individuals' practical actions produce and reproduce a larger system while remaining an essential part of it. (Contains 29 references.) (MLH)

ED 421 795 EA 029 219

Gaffney, Patrick V.
Relationship between Issues and Myths Concerning Scholastic Corporal Punishment and Dogmatism.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Corporal Punishment; *Discipline; *Dogmatism; *Education Majors; Elementary Education; Higher Education; *Mythology; Questionnaires
IDENTIFIERS- Dogmatism Scale (Rokeach)

The use of corporal punishment within the schools remains a controversial issue. Scholastic physical punishment is supposedly administered in a purposeful, premeditated manner according to a given set of contingencies revolving around school-rule infractions. According to some experts, the continuous general support for administering corporal punishment in the schools is based on certain beliefs regarding its effectiveness. This study examines the nature of relationships existing between beliefs and various issues and myths regarding the use of corporal punishment and the construct of dogmatism. The overall sample consisted of 71 counseling and elementary education students taking a graduate-level research-methods course at a Florida university located in an area prohibiting corporal punishment in public or parochial school systems. Subjects were administered the Corporal Punishment Questionnaire (The CPQ Form) and an abbreviated Rokeach Dogmatism Scale (Form RDS). Regarding issues associated with use of corporal punishment, subjects who tended to be close- minded also tended to agree with allowing the administration of this form of disciplinary action. Close-minded subjects also tended to believe in 11 myths concerning corporal punishment's effectiveness. The CPQ Form and Form RDS are appended. (Contains 21 references.) (MLH)

ED 421 796 EA 029 220

Cabraal, Liyana M. C.
Grouping in Classrooms as an Institutionally Constructed System of Actions.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, 26-28, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; *Educational Practices; Elementary Education; *Grouping (Instructional Purposes); Interviews; *Teacher Behavior; *Theory Practice Relationship

Built on preliminary findings emerging from an ongoing research block scheduling allowed for more support services than the traditional schedule; (4) over half reported changes in curriculum and instruction, such as a greater variety of classes and activities; (5) 36 percent of teachers reported changes in special education paperwork; (6) respondents identified advantages (such as more planning time) and disadvantages (limits of students' attention spans) of block scheduling; and (7) 64 percent of teachers preferred the block schedule. The survey is appended. (Contains 30 references.) (DB)

ED 421 815   EC 306 573

Kraus, Lewis E.
Teaching Mathematics to Students with Physical Disabilities Using the World Wide Web: The Planemath Program.
PUB DATE- 98
NOTE- 6p.; Paper presented at the California State University-Northridge Conference (Los Angeles, CA, March, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Career Development; *Computer Uses in Education; *Curriculum Design; Elementary Schools; Intermediate Grades; *Mathematics Instruction; Online Systems; *Physical Disabilities; *World Wide Web
IDENTIFIERS- *Aeronautics

This paper describes a three-year project that has created on-line lessons and activities on math and aeronautics aimed at improving the education and aeronautics-related career options for children with physical disabilities. It has developed a specialized program, drawing from existing curricula, available materials and assistive technology, which uses the Internet to support an interactive education experience. The project targets schools nationally with students in grades 4 through 7 and has been useful to students in general education as well as special education settings. The project was based on two issues: an awareness that current mathematics curricula are highly reliant on students' ability to use manipulables, which leaves children with disabilities that affect their ability to manipulate objects at an academic disadvantage, and the realization that children with physical disabilities may not consider or be prepared for possible careers in aeronautics. The paper describes the goals of the project, the rationale behind using the Internet as a medium for providing aeronautics-based math activities, the project's timeframe, project resources, the curriculum design, the mathematical and aeronautical content that is covered, how the content was taught, and the accessibility of the World Wide Web pages. (CR)

ED 421 816   EC 306 574

Gordon, Michael, Ed.; Keiser, Shelby, Ed.
Accommodations in Higher Education under the Americans with Disabilities Act (ADA): A No-Nonsense Guide for Clinicians, Educators, Administrators, and Lawyers.
PUB DATE- 98
NOTE- 236p.; Foreword by Alta Lapoint.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Public Policy.
PUB DATE- 98
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Classroom Techniques; Cultural Awareness; *Cultural Differences; Early Childhood Education; *Educational Diagnosis; Educational Strategies; Elementary Secondary Education; English (Second Language); Higher Education; Inservice Teacher Education; *Learning Disabilities; Mathematics Instruction; *Minority Group Children; Parent Participation; Portfolio Assessment; Preservice Teacher Education; Prevention; Reading Instruction; Referral; Special Education; *Student Evaluation; *Student Placement; Writing Instruction
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This book addresses the over- representation of students from minority backgrounds in special education by examining the referral process, providing alternatives to traditional assessment procedures, and presenting a variety of instructional approaches that recognize the cultural and linguistic diversity found in students classified as having learning disabilities. The book also examines issues in teacher preparation and parental roles in the education of children with learning disabilities. Chapters address: (1) statistics on the disproportionate number of special education students from minority backgrounds; (2) the definition of learning disability; (3) problems that exist in the assessment of specific learning disabilities for students for whom English is not the first or only language; (4) central nervous system factors that affect the diagnosis of learning disabilities; (5) the special education referral process and an eight-step process to prevent inappropriate placement of language minority students; (6) prereferral strategies; (7) assessment practices and guiding principles for a model of educational assessment; (8) portfolio assessment; (9) developing Individualized Education Programs; (10) instructional approaches to teaching reading, mathematics, and writing; (11) classroom management; (12) major components of a teacher training program and a professional development program; and (13) strategies for effective communication between school and home. (Contains 163 references.) (CR)

ED 421 834 EC 306 594

Cobain, Bev
When Nothing Matters Anymore: A Survival Guide for Depressed Teens.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Cognitive Processes; *Depression (Psychology); Disability Identification; *Drug Abuse; Drug Therapy; Emotional Disturbances; Emotional Problems; *Etiology; Helping Relationship; Intervention;

possible detrimental effects. The last type of academic acceleration described is early college entrance, one of the most controversial acceleration practices. Advantages include increased likelihood of pursing graduate studies and increased motivation due to an appropriate level of challenge. Possible negatives include difficulty with peer relations and regret at missing out on normal high school and college experiences. (CR)

ED 421 852 EF 005 078

McCall, H. Carl
School Finance Issues in the 1998-99 Enacted Budget.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Cost Effectiveness; *Educational Facilities; *Educational Finance; Elementary Secondary Education; Facility Improvement; Inspection; School Administration; School Community Relationship; *State Legislation
IDENTIFIERS- New York

This report discusses the school aid increase enacted for New York State in 1998-1999. School aid for the year will increase by $850 million. However, it is argued that the Governor's vetoes of the Rebuild Schools to Uphold Education (RESCUE) program and teacher support aid betrays a certain lack of true reform within the budget. The changes made will not greatly improve the equity of aid distribution and will have no positive effect on its efficiency. Although the proposed budget provides a blanket increase of aid across the state, it does little to target specific problems that individual school districts have with cost effectiveness or efficiency. The effect that the new budget and the veto of the RESCUE program will have on educational facilities improvement and maintenance is discussed. Implications of STAR (School Tax Relief), which goes into effect in 1998-1999, are discussed. STAR does not constitute state aid for education, but may actually work against such aid. The report provides several possible remedies for the deficiencies of the STAR program. Includes two tables highlighting the tax relief for seniors and nonseniors across several regions within the state; a graphic comparing school aid per pupil with STAR relief per pupil; and a table of school district profiles by region and type, including the distribution of school aid and STAR across these districts. (CMD)

ED 421 853 EF 005 079

A Report on a New School Facilities Capital Plan by the School Facilities Task Force.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Decision Making; Educational Facilities; *Educational Facilities Planning; *Educational Finance; Foreign Countries
IDENTIFIERS- *Alberta; Alberta Department of Education

This report reflects the recommendations of the School Facilities acceptance, anticipated social benefits from choosing it, and possibly, its successful learning. A language use survey is appended. (Contains 19 references.) (MSE)

ED 421 873 FL 025 373

Katchen, Johanna E.
First Language Subtitles: Help or Hindrance?
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Hiroshima, Japan, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Students; *Chinese; Classroom Communication; Classroom Techniques; *English (Second Language); Foreign Countries; Higher Education; Language of Instruction; Language Role; Listening Skills; Second Language Learning
IDENTIFIERS- *Native Language; *Subtitles (Television)

Two studies investigated what instructional issues may be involved when second-language television recordings with first-language subtitles are used in the second-language classroom. The experiments were conducted in an English-as-a-Second-Language class in advanced listening for native Chinese-speakers. In the first experiment, conducted at mid-term, 14 students watched British mysteries, subtitled in Chinese, and summarized them, transcribed a portion word-for-word, commented on the utility or hindrance of subtitles, and commented on their own listening ability with regard to the program. In the second experiment, conducted as a final project, ten of the students were given recordings of "X-Files" programs in English with Chinese subtitles and asked to perform the same tasks. Results indicate that: (1) most technical and semi-technical vocabulary can be accessed through subtitles; (2) idioms, slang, and culture-specific referents were more difficult to comprehend; and (3) perfect tenses and subjunctive forms, already difficult for the students, were often contracted in conversations and difficult to understand. Students with good listening skills found subtitles slowed their progress, but did benefit from them. Students with lesser listening skills depended more on subtitles. Some found errors in the subtitles. (MSE)

ED 421 874 FL 025 374

Glick, Douglas J.
Zionism and the Fate of "Politeness" in Modern Israeli Hebrew.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; Ethnic Groups; Foreign Countries; *Hebrew; *Language Patterns; Language Usage; *Language Variation; *Nationalism; Native Speakers; Pragmatics; Sex Differences; Uncommonly Taught Languages; Young Adults
IDENTIFIERS- Israel; *Politeness; *Zionism

This study investigated the relationship between ideology and

DESCRIPTORS- *Acculturation; *Adult Education; Adult Learning; Educational Needs; *English (Second Language); Foreign Countries; *Immigrants; Language Teachers; *Literacy Education; *Older Adults; Professional Development; Program Descriptions; Second Language Instruction; Teacher Education
IDENTIFIERS- *Australia

The resource guide was developed as a result of a project investigating the need for English language classes for older immigrants to Australia. Project objectives were to develop, deliver, evaluate, and document a pilot English-as-a-Second-Language (ESL) program, benchmarking appropriate delivery options and curricula for older migrants. Following action research and student recruitment, 3 classes were established and run for 20 weeks. During the project's life, a workshop was held for ESL teachers. The report describes the project and its results and presents useful class activities for this population developed in the project. An introductory section outlines the project's rationale, background, objectives, and target groups. The second section describes the project's four stages and the groundwork laid in developing them. The third section profiles the three classes, and the fourth and fifth sections explain the course design and present a course outline. The section containing class activities is arranged into five thematic groups: socializing; health; reminiscing; community services; and miscellaneous daily living skills. Appended materials detail research findings and the initial learner assessment interview form. (Contains 53 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 897 FL 801 245

Wiley, Terrence G.
Access, Participation, and Transition in Adult ESL: Implications for Policy and Practice. Working Paper from the Project on English as a Second Language.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adult Education; Agency Cooperation; Attendance Patterns; Educational Needs; *Educational Policy; *English (Second Language); Literacy Education; Models; *Policy Formation; Program Design; Program Effectiveness; Public Policy; *Second Language Programs; Student Participation

The working paper for a project on English-as-a-Second-Language (ESL) education examines research and policy as they relate to the ability of adult students to access ESL programs, fully participate in and benefit from them, and make the transition to other "mainstream" academic programs or meaningful employment. Studies suggest that adult education in the United States has failed to meet the needs of immigrants and other language minorities, and the paper identifies specific areas of concern in promoting access, participation, and transition. It then reviews literature on effective program models and practices and identifies several promising programs across the nation. It concludes with recommendations for effective interagency program models and national policy considerations. (Contains 61 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 898 FL 801 246

six parts address the following broad areas: (1) resubmitting a not-funded application; (2) practical issues when receiving a funding award; (3) business aspects of managing a project; (4) continuing a project by submitting a competitive application; (5) application preparation; and (6) other considerations. Following an introductory chapter, individual chapters address the following topics: understanding reasons for not receiving funding, contending with reviewers' comments, modifying the application, understanding the award's rights and responsibilities, building effective organizational relationships, designing an organization for the project, establishing financial procedures, selecting project personnel, communicating with organizations and with the scientific community, identifying a continuation project, selecting a funding mechanism for a continuation project, deciding what to include in a project application, writing to be competitive, reading the application through the reviewers' eyes, examining related research issues, and thinking as the heart of science. (Contains 63 references.) (DB)

ED 421 916 HE 031 437

Enghagen, Linda, K., Ed.
Technology and Higher Education. The NEA Professional Library Higher Education Series.
PUB DATE- 97
NOTE- 204p.; Many chapters based on the NEA conference, "The New Learning Environment, Servicing Diversity Through Technology" (Albuquerque, NM, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Collective Bargaining; Compliance (Legal); *Computer Uses in Education; Copyrights; Diversity (Student); *Educational Technology; Higher Education; Legal Problems; Legal Responsibility; *Technological Advancement
IDENTIFIERS- *Technophobia

This book presents 11 chapters on technology and higher education which are primarily derived from a 1994 conference on educational technology and diversity. Papers are grouped into three sections which address: first, technology, teaching and learning; second, the law and union contracts; and, third, technophobia. The papers and their authors are: (1) the keynote speech by Vice-President Albert Gore, "The Future of Technology and Education in America"; (2) "Moving Information Technology into the Classroom" (Steven W. Gilbert and Kenneth C. Green); (3) "Music Technology for the 21st Century" (Gene Aitken); (4) "Creating Accessible Education Through Technology: The Maine Experience" (Eric P. Healy); (5) "The Shrinking Pipeline Problem: Under-Representation of Women and Minorities in Technical Fields" (C. Dianne Martin); (6) "Creating a Future Scenario for Higher Education" (J. N. Musto); (7) "Copyright Law and the Information Superhighway" (Kenneth D. Salomon and Michael J. Pierce); (8) "New Frontiers for Copyright Law" (Linda K. Enghagen); (9) "Intellectual Property and Faculty Collective Bargaining: The Canadian Experience" (Donald C. Savage and Patricia A. Finn); (10) "Technophobia (Carol Baroudi and John Levine); (11) "Technophobia: Counterpoint" (Thomas E. Duston). (Individual papers contain references.) (DB)

ED 421 917 HE 031 438

Post-Secondary Education Enrollment Data. Basic Data Series 1996.
PUB DATE- 97

during the undergraduate years; (2) metacognition varies with academic training, with engineering students demonstrating a higher degree of metacognition than liberal arts majors, and science students outperforming engineering and liberal arts majors on problem solving; (3) metacognitive and intellectual development are fostered by academic achievement; students with higher grade point averages are less dependent on external forces for thinking and experience less uncertainty; (4) students become less absolute in thinking and less dependent on external forces as they progress through college; (5) students demonstrate increased confidence in their belief systems as they shift from a preference for clear-cut thinking to an understanding that events can be viewed from multiple perspectives; and (6) intellectual development varies with personality type. (Contains 34 references.) (CH)

ED 421 936 HE 031 459

Johnsrud, Linda K.; Rosser, Vicki J.
Administrative Staff Turnover: Predicting the Intentions of Stayers and Leavers.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Albuquerque, NM, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Behavior; Employment Level; Employment Patterns; Higher Education; Job Enrichment; *Job Satisfaction; *Labor Turnover; Multicampus Colleges; *Need Gratification; Organizational Climate; Promotion (Occupational); *Quality of Working Life; Questionnaires; Surveys

This study was conducted to identify the demographic, structural, and perceptual variables that predict the intent of administrative staff to stay or leave their current positions within their university. Survey questionnaires were distributed to all mid-level administrators within a ten-campus university system; the response rate was 70 percent (n=901). Discriminant analysis of the data indicated that: (1) administrators intending to leave had lower mean morale than those intending to stay; (2) people who felt stuck were more likely to intend to leave than intend to stay; (3) mid-level administrators intending to leave were more likely to work in student affairs divisions than in academic, business, or external affairs; (4) age and recognition of competence contributed moderately to predictions of who would stay or who would leave; (5) among demographic variables, only age and years of employment discriminated stayers from leavers, with older administrators being more likely to stay; (6) gender, race/ethnicity, and minority status did not predict leaving or staying behavior; (7) working at a research institution, as opposed to a community college or baccalaureate institution, was associated with intentions to leave the university; (8) perceptions regarding the opportunity for advancement, working conditions, recognition for competence, and morale clearly discriminated administrators intending to stay and those intending to leave. (Contains 29 references and 3 tables.) (MAB)

ED 421 937 HE 031 460

Csete, Josephine M.; Yan, Louisa; Kwan-Liddle, Margaret large. (Contains 10 references.) (DB)

ED 421 957 HE 031 495

Hixson, Adalyn, Ed.
The Hispanic Outlook in Higher Education, 1997-98.
PUB DATE- 98
NOTE- 553p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Aspiration; Academic Persistence; Access to Education; Career Choice; *Diversity (Student); Educational Needs; Educational Policy; Graduate Study; *Higher Education; *Hispanic Americans; Program Descriptions; Public Policy; *Spanish Speaking; Two Year Colleges; Undergraduate Study; Women Faculty
IDENTIFIERS- *Hispanic American Students; Latinos

This document consists of all of Volume 8 (26 issues) of the journal, "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue presents several feature articles, a policy update column called "Outlook on Washington", a description of an exemplary program, and a sample student success story. Among topics addressed by feature articles are the following: minority admissions, the Hispanic Dropout Project, the Hispanic division of the Library of Congress, the Association of Community College Trustees, a new center focused on Spain at New York University, an organization fostering entrepreneurship skills, the distance doctorate, Latinos in baseball, affirmative action at the University of Texas (Austin), open admissions on trial at City University of New York, the National Association of Independent Colleges and Universities, student retention, women in higher education, financing a college education, Hispanics and corporations, statistics on Hispanics in community colleges, the 100 best colleges for Hispanics, the Society of Hispanic Professional Engineers, health careers for Hispanics, careers in law, Hispanics and technology, Spanish American culture, the new Smithsonian Center for Latino Initiatives, Hispanics studying abroad, a new center to foster scholarly work by and about Latinos, and Hispanics in Indiana. (DB)

ED 421 958 IR 018 929

Highlights of the Public Television Programming Survey: Fiscal Year 1996. CPB Research Notes, No. 106.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Television; Childrens Television; Educational Television; *Programming (Broadcast); *Public Television; Television Research; Television Surveys; Trend Analysis
IDENTIFIERS- *Public Broadcasting Service; Sesame Street

This report covers the results of the fiscal year 1996 (October 1, 1995 through September 30, 1996) CPB (Corporation for Public Broadcasting) Public Television Programming Survey. This biennial survey, conducted since 1974, categorizes and analyzes trends in public television programming. Program carriage information was provided by TV Data via PBS Research; a random sample of 14 broadcast days was selected from each station. The

PUB DATE- 95
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Networks; Computer Software; *Computer Uses in Education; *Curriculum Development; *Educational Technology; Elementary Secondary Education; *Information Technology; Microcomputers; Multimedia Instruction; National Surveys; Telecommunications
IDENTIFIERS- *Technology Integration; Technology Plans

This book begins with an overview of computer technology concepts, including computer system configurations, computer communications, and software. Instructional computer applications are then discussed; topics include computer-assisted instruction, computer-managed instruction, computer-enhanced instruction, LOGO, authoring programs, presentation software, multimedia, videodiscs, CD-ROM, and technology and school restructuring. Exemplary programs and projects in elementary and secondary schools throughout the United States are presented. The 53 cases selected are primarily the product of a nationwide reputational survey conducted in late 1993. They are considered representative of not only programs worthy of examination from a pedagogical perspective, but also programs which may merit replication or be transportable to other schools and districts. Each case study includes program goals; keywords/descriptors; location; general demographic information; program description; outcomes, results, and accomplishments; difficulties; things to consider if replicating a program; costs (start-up; maintenance; operation; and other resource requirements); evaluative comments and general observations; and contact person(s). Appendices include program indexes by keywords, educational level, state and contact person; a discussion of selected keywords and recommended sources for further information; sample school technology plans; and a list of professional publications, organizations, associations, and conferences related to instructional technology. Instructions for submitting programs to be considered for inclusion in the next edition are included. (DLS)

ED 421 978 IR 018 950

Tucker, Gary, Ed.; Gunn, Cathy, Ed.; Lapan, Stephen D., Ed.
Technology, Integration, and Learning Environments: CEE Monograph: The NAU Centennial Year of Education. Monograph Series No. 5.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; *Computer Uses in Education; Constructivism (Learning); Curriculum Development; Distance Education; Educational Development; Educational Environment; Educational Principles; Higher Education; *Instructional Innovation; Professional Development
IDENTIFIERS- *Northern Arizona Univ Center Excellence in Educ

This volume of the Center for Excellence in Education (CEE) monograph series describes Northern Arizona University's (NAU) commitment to education and innovation. Contained within this month run under the coordination of the Information Institute of Syracuse at Syracuse University (New York). In the spring of 1996, the Director of the AT&T Learning Network approached Syracuse University's ERIC Clearinghouse on Information and Technology (ERIC/IT) with a request for advice about starting a question-answering (Q&A) service. The AskERIC question and answer service was seen as a likely place for the piloting of a similar, but more closely focused service in support of educators using the AT&T Learning Network. AskLN was created as a variation of the AskERIC and KidsConnect models. Discussion includes a background of AT&T's educational efforts; how AskLN was created and implemented; making AskLN grow; and types of questions asked. Conclusions and recommendations are offered. Appendices include K-12 Education Listserv Communities Members; AskLN monthly question statistics; and copies of electronic thank-you letters from AskLN users. (AEF)

ED 421 998 IR 057 114

Entman, Robert M.
Competition, Innovation, and Investment in Telecommunications. A Report of the Annual Aspen Institute Conference on Telecommunications Policy (12th, August 10-14, 1997, Aspen, Colorado).
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competition; Conferences; Costs; Federal Regulation; Government Role; Information Industry; *Information Policy; Information Technology; Investment; State Regulation; *Telecommunications

The topic of the 1997 Conference, "Competition, Innovation, and Investment in Telecommunications," reflects one of the important areas for concern in the telecommunications community. Representatives of telecommunications carriers, cable industries, consumer, academic, and regulatory bodies at the federal, state, and local levels, worked together over four days to define the difficult issues inherent in these issues and suggest practical resolution of these dilemmas. In this report, the rapporteur for the Conference records some suggestions that reflect group consensus as well as some issues in which no consensus was reached, reflecting the diverse positions held within the telecommunications industry. The following topics are highlighted in the report: barriers to investment; regulatory reform; regulatory treatment of new investment by incumbent local exchange carriers (ILECs); regulating wholesale pricing by ILECs; regulating retail pricing by ILECs; taxes and rents on telecommunications imposed by local governments; and public investment in telecommunications infrastructure. "An Essay on Competition, Innovation, and Investment in Telecommunications" (Dale N. Hatfield and David E. Gardner) and a list of conference participants are appended. Author profiles, previous publications, and a description of the Aspen Institute Communications and Society Program are also included. (AEF)

ED 421 999 IR 057 115

Starr, Kevin; Keller, Shelly, Ed.
Keeping the Promise: Recommendations for Effective Library Service to African Americans.

procedures and volume three: basic guidelines concern the implementation of these principles into a working catalog, involving both typical and specialized procedures used for the different types of materials at the Library. The Glossary primarily contains definitions of cataloging concepts, tools, and terminology relevant within the shared cataloging environment. The Index identifies pertinent memoranda on cataloging policy and procedure, and relates topics of procedural importance within the manual. (AEF)

ED 422 019 IR 057 143

Bruce, Terry G.; Dillon, Ken; Fischer, Judi
Survival Strategies for Teacher Librarians. Third Edition. Occasional Monograph No. 6.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Cooperative Planning; Elementary Secondary Education; Foreign Countries; Information Skills; *Learning Resources Centers; Librarian Teacher Cooperation; Librarians; *Library Administration; Library Automation; *Library Planning; Library Services; *Media Specialists; *School Libraries; Strategic Planning
IDENTIFIERS- *Teacher Librarians

This publication is a strategy plan to help teacher librarians avoid possible difficulties and promote positive decisions. The document is in the form of a hands-on checklist that includes reading suggestions, buying lists, product descriptions and contact information, and helpful hints. The six chapters are: (1) "Stepping In," including starting a new position, dealing with principals, secretaries, and staff and pupil needs; (2) "Being Organized, or...How to Appear So!," including establishing routines, preparing priorities lists and reports, ordering, coping with temporary space, arranging and moving into a new physical space, and suggested readings; (3) "Computers in School Libraries," including issues pertaining to automation, online information services, and CD-ROM; (4) "Survival Systems Flowchart," including suggestions and an example; (5) "A School-based Information Skills Plan," including presenting the need for such a plan to faculty, guidelines for a workshop, and informative resources; and (6) "Cooperative Planning and Teaching," including planning suggestions, and worthwhile readings. The publication contains blank space for notes. (DLS)

ED 422 020 IR 057 144

Dillon, Ken, Ed.
School Library Automation in Australia. Issues and Results of the First National Survey.
PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Cataloging; Elementary Secondary Education; Fiction; Foreign Countries; *Integrated

services, and holistic approaches to access. Topics of challenge discussed are institutional culture, financial resources, welfare reform, gender, and racial dynamics. The brief concludes that improving economic opportunities for minority populations in rural distressed areas requires colleges and communities to reexamine traditional assumptions about access to higher education. The challenges of geography, culture, poverty, and history of rural places suggest that accepted open admissions strategies and enrollment-driven programming are frequently insufficient to meet the needs of these communities in the 21st century. (Contains 14 references) (AS)

ED 422 039 JC 980 362

Robinson, Gail; Barnett, Lynn
Best Practices in Service Learning: Building a National Community College Network, 1994-1997. AACC Project Brief.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cooperative Learning; Educational Development; Educational Facilities; Educational Resources; *Information Networks; *Learning Strategies; Mentors; Models; *Partnerships in Education; Program Implementation; School Business Relationship; *Service Learning; Two Year Colleges

As part of the Learn and Serve America Program of the Corporation for National Service, the American Association of Community Colleges (AACC) has helped develop campus-based programs that have instigated a growing community college service learning network. Ten colleges, selected in a national competition for grants ranging from $2,000 to $12,000 per year, trained faculty and developed or strengthened relationships with organizations that offered service placement sites for students to address community needs. A variety of "best practices" evolved from the strategies and resources developed at the colleges. The project, which led to permanent service learning programs in all 10 colleges, grew around the key areas of model programs, mentor teams, and clearinghouses. Information regarding implementation, outcomes, and contacts is provided for each of the following service learning community colleges: Albuquerque TVI, New Mexico; Alpena, Michigan; Flathead Valley, Montana; Hocking College, Ohio; Johnson County, Kansas; Kapi'olani, Hawaii; Monroe, New York; Northern Virginia, Virginia; Prestonburg, Kentucky; and Truman College, Illinois. (AS)

ED 422 040 JC 980 363

Kienzl, Gregory; Woods, Tracy
Hot Programs at Community Colleges. AACC Research Brief.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; *Community Colleges; Comparative Analysis; *Information Technology; *Job Placement; *Occupational Information; Outcomes of Education; *Salaries;

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Children; *Childrens Games; Elementary Secondary Education; *Games; Leaders Guides; *Play; *Recreational Activities

This book contains descriptions of 128 games for children and adolescents and is designed as a guide for parents, teachers, and play leaders. Following an introduction summarizing the educational background for each type of game, the book is organized into seven areas: (1) races; (2) duels; (3) small wrestling matches; (4) games of ability and skill; (5) activity games; (6) games of blind man's buff; and (7) games for all ages. Recommended ages and necessary materials are given for each game, and music notation for each game is included. (KB)

ED 422 060 PS 026 630

Phelan, Patricia; Davidson, Ann Locke; Yu, Hanh Cao
Adolescents' Worlds: Negotiating Family, Peers, and School.
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Adolescent Development; *Adolescents; *Case Studies; Context Effect; *Cultural Differences; *Cultural Influences; Educational Anthropology; Ethnic Groups; Ethnography; Family Relationship; *High School Students; High Schools; Minority Groups; Models; Naturalistic Observation; Parent Child Relationship; Peer Groups; Peer Relationship; Qualitative Research; Secondary Education; Social Adjustment; Socialization; Socioeconomic Status; Teacher Student Relationship; Theories
IDENTIFIERS- Adolescent Attitudes; Shadowing; Student Disengagement; Student Engagement

This study used the Multiple Worlds Model, with culture as a central component, to examine adolescents' worlds and the types of transitions they make as they move from one context to another. Material for case studies was obtained from a 3-year research project with 55 adolescents varying in gender, ethnicity, socioeconomic status, achievement level, immigrant history, and transportation status from 5 desegregated Californian urban high schools. Data collection methods included in-depth interviews, records examination, and shadowing. Findings indicated that there were six distinctive patterns as students made transitions: (1) congruent worlds: smooth transitions (typically, white middle class, high achieving students); (2) different worlds: transitions managed (typically, high achieving minority students); (3) different worlds: transitions difficult (students adapting in some circumstances but not in others); (4) different worlds: transitions resisted (typically low-achieving students); (5) congruent worlds: transitions resisted (students who do exceptionally well on standardized tests but receive poor grades); and (6) different worlds: smooth transitions (students in environments that enable bicultural and blended transcultural identities). The seven case studies illustrate the variety of circumstances and patterns, portraying students' efforts and abilities in making transitions, the types of transitions, the ease and difficulty in navigating various

ED 422 080 PS 026 724

Nebraska Framework for Early Childhood Professional Development: A Resource for Individuals, Professional Organizations, Agencies, Institutions, Policymakers, and Communities to: Expand Training Delivery, Support Standards, Increase Collaboration, Maximize Funding, Improve Public Relations.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Caregivers; *Early Childhood Education; Educational Development; Educational Planning; Educational Policy; *Preschool Teachers; *Professional Development; *Teacher Education
IDENTIFIERS- Nebraska

This publication presents a framework for early childhood professional development that attempts to build an effective, coordinated system to prepare, support, and recognize the early childhood care and education workforce in Nebraska, so that practitioners can provide high quality programs for young children and their families. The framework is organized around five priority actions: expand training delivery, support standards, increase collaboration, maximize funding, and improve public relations. Key factors for building an effective system of professional development across a wide continuum of formal and informal training programs are identified and described. Nearly 100 suggestions provide ideas for ways to contribute to a cohesive system that responds to the needs of Nebraska's early childhood care and education workforce. The framework is a voluntary working guide for individuals, professional organizations, agencies, institutions, policymakers, and communities to use in planning, delivering, and supporting training and professional growth activities for the early childhood workforce. The framework was developed to promote understanding of professional development; provide a resource to inform and guide decision makers in planning, delivering, supporting, and recognize professional growth activities; and serve as a guide for local, regional, and state training projects in planning, collecting, and coordinating information about professional development activities. (JPB)

ED 422 081 PS 026 725

Lalley, Jacqueline, Ed.; Ahsan, Nilofer, Ed.
Youth Development: Family and Community Strategies.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Development; Adolescents; Disadvantaged Youth; Family Involvement; Family Relationship; Public Policy; Youth; *Youth Agencies; Youth Leaders; Youth Opportunities; *Youth Programs
IDENTIFIERS- Adolescent Attitudes

This newsletter issue presents articles on the development of youth resiliency through caring relationships with adults, high expectations, engaging activities, and opportunities to make decisions and contributions. Youth development programs and the experiences of teachers, parents, and adolescents are described, organized in five categories: strategies for definitions, summary and discussion, posttest, feedback and evaluations, and fast-breaking news. Instructor notes follow this format: time for the section, section title, objectives, content sequence, and media materials needed. The third part of the manual contains student activity sheets in this format: places for student name and date; objective; equipment required; safety requirements; procedure; and any necessary material. The final section consists of the pretest and posttest and answer sheets for the two tests. (YLB)

ED 421 624 CE 076 850

Tennant, Mark
Psychology and Adult Learning. Second Edition.
PUB DATE- 97
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Andragogy; Behaviorism; Cognitive Ability; Cognitive Style; Critical Thinking; Educational Principles; *Educational Psychology; Educational Strategies; Group Dynamics; Humanism; Humanistic Education; Independent Study; Intelligence; Learning Processes; Literature Reviews; Psychiatry; *Psychoeducational Methods; Self Concept; *Theory Practice Relationship

This book provides a critical account of the psychological theories that have informed contemporary adult education theory and practice. Chapter 1 discusses the importance of balancing description, critique, and comments on each theory's influence on adult education and the need to understand psychological development throughout the life span. The following are among the topics discussed in chapters 2-9: humanistic psychology and the self-directed learner (humanistic clinical psychology and the contribution of self-directed learning and andragogy); the psychoanalytic approach (clinical insight and adult learning, individual identity and society, Erikson's psychosocial stages); development of identity during adulthood (methodological difficulties, social and historical bias, development as a dialectical process); development of intelligence and cognition (meaning of developmental stages and their relationships, developmental processes, criticisms of Piaget, Kohlberg's research on moral judgment, situated learning); learning styles (field dependence and field independence, malleability of cognitive styles, cognitive styles and adult learning, experiential learning); behaviorism (behavioral objectives); group dynamics and the group facilitator (group influence and experiential techniques); and critical awareness (interpretation and influence, critical understanding). The final chapter focuses on psychology as a foundation discipline in adult education. Twenty tables/figures are included. The bibliography contains 377 references. (MN)

ED 421 625 CE 076 851

Hughes, Maria; Gray, Sue
Promoting Learning in Small and Medium-Sized Enterprises.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; Case Studies;

cultural context; race and ethnicity must be considered in interaction with gender and class; and a more global, inclusive perspective to career development across the life-span is needed. (Contains 14 references) (MN)

ED 421 642 CE 076 892

Durie, Jane; Taylor, Affrica
Teaching through Difference.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Cross Cultural Studies; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Foreign Countries; Higher Education; *Intercultural Communication; *Resistance (Psychology); Teaching Methods
IDENTIFIERS- University of Western Sydney (Australia)

A study identified issues involved in teaching through difference. The research took place during the teaching of the subject "Cross Cultural Communication" at the University of Western Sydney, Australia. Students were predominantly women of mixed ethnic backgrounds who were mainly "mature-age" students undertaking university education for the first time and often the first person in their families to go to university. The subject was structured into three phases: introduction to the broad field of cultural politics; experiences in cultural difference; and critical overview of models of cross-cultural teaching in adult education. The research had the dual intention of circumventing resistance and studying resistance itself. Struggles with juggling the experience and analysis of resistance were most evident around the affinity group analysis. Resistance to the affinity groups exercise stemmed from the focus on the students' own experiences of difference and marginality as the primary source of learning material and invasion of privacy. A more subtle form of resistance was accommodation: some students brought into the classroom a philosophy that enabled them to accommodate all the material and made it easier not to engage with the material in ways that might challenge their views or philosophy. The inability of some "white" students to perceive their own differences created a major impasse between white and nonwhite participants. (Contains 36 footnotes) (YLB)

ED 421 643 CE 076 893

The Role of Community Partnerships in School-to-Work Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Programs; Coordination; Corporate Support; *Education Work Relationship; *Partnerships in Education; Postsecondary Education; Program Effectiveness; *School Business Relationship; *School Community Relationship; Secondary Education; Vocational Education

adults with LDs: "Developing Abilities-Based Literacy and Employment Services for Adults with LDs" (Rob Crawford); "LD Characteristics and Job Success" (James R. Koller, Gregory A. Holliday); and "Off the Beaten Path" (Henry B. Reiff). Chapter 17 in Section V, "Reflections on Theory, Practice, and Research" (Stephen Reder), is a capstone chapter that reviews the book from an adult literacy education perspective. Appendixes include a list of accommodations, a product resource list of technology for adults with LDs, list of information resources and clearinghouses, and index. (YLB)

ED 421 659   CE 076 942

Milne, Ann M., Ed.
Educational Reform and Vocational Education.
PUB DATE- 98
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Articulation (Education); Curriculum Development; *Educational Change; Educational Legislation; *Educational Practices; Educational Principles; *Educational Quality; Educational Trends; Integrated Curriculum; Literature Reviews; Performance Based Assessment; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; School Districts; Secondary Education; State of the Art Reviews; State Programs; Statewide Planning; Synthesis; Tables (Data); *Tech Prep; Trend Analysis; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Contextual Learning

This document contains six studies that were commissioned for the National Assessment of Vocational Education. "Introduction" (Ann M. Milne) provides an overview of the reforms of the 1980s. "The Impact of Educational Reform on Vocational Education" (Marion Asche, Donald E. Elson, Ann Echols, Arthur Williams) examines primary strategies of reform and reform in vocational education (VE). "Contextual Learning: A Review and Synthesis" (Nancy Karweit) summarizes the cognitive science perspective, differentiates general and context-specific knowledge, and discusses cognitive apprenticeships and contextual learning. "Integrating Academic and Vocational Education: A Review of the Literature, 1987-1992" (Cathleen Stasz, Tessa Kaganoff, Rick Eden) considers the integration mandate and the current status, observed outcomes, and future directions of integration practice. State and district-level policies regarding secondary- and postsecondary-level VE are explored in "Integrating Academic and Vocational Education: Progress under the Carl Perkins Amendments of 1990" (W. Norton Grubb, Cathy Stasz). "A Literature Review for Tech Prep" (Gerald C. Hayward, Carolyn J. Dornsife, Debra D. Bragg, James L. Hoerner, Darrel A. Clowes) outlines tech prep's economic and educational context, essential features, and development and implementation. "Performance Standards and Measures" (Brian Stecher, Hilary Farris, Eric Hamilton) explains the process of implementing standards and measures of performance. Most papers contain substantial bibliographies. (MN)

ED 421 660   CE 076 947

Tucker, Brian

Fourteen appendixes provide model forms for hiring, goal setting, supervision, planning, performance evaluation, staff meetings, and training. (EMK)

ED 421 678 CG 028 638

Chen, Mei-whei
Toward Therapeutic Autopoiesis: Chaos, Complexity, and Narrative Therapy.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual International Conference of the Society for Chaos Theory in Psychology and Life Sciences (8th, Boston, MA, July 31 - August 4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Chaos Theory; Holistic Approach; *Philosophy; *Psychology; *Psychotherapy; Self Concept; Systems Approach
IDENTIFIERS- Logical Positivism; Postmodernism; Social Constructivism

The paradigm of modern psychology has been the determinism of Newtonian physics. That model earns psychology status as a science yet tunnels it to a linear way of unraveling human functioning. Responding to demands for a more holistic approach to psychological practice, it is necessary to redefine the "self" and other terms. Chaos, complexity, and self-organizing theories provide alternative meanings for disorder and therapeutic change. Chaos theories are affiliated with postmodern epistemology, an emerging worldview, and stand in contrast to positivism. Nonlinear models, which are able to reflect reciprocal engagement of subject and environment, provide more powerful foundations for psychotherapy than traditional determinism. Chaos theory, as a new metaphor for psychology in general and psychotherapy in particular, provides conceptualization for two agents of order: dissipation and bifurcation, which enhance understanding of therapeutic change. Functional concepts that augment existing therapies are: (1) new narratives as new attractors; (2) therapeutic autopoiesis as the unique outcome; (3) movement toward a higher order of the possible self; and (4) the coauthoring relationship as structural coupling. Not simply passive receivers for client stories, therapists are seen as active co-constructors in this new and demanding therapeutic context. (EMK)

ED 421 679 CG 028 639

Gutierrez, Lorraine M., Ed.; Parsons, Ruth J., Ed.; Cox, Enid Opal, Ed.
Empowerment in Social Work Practice. A Sourcebook.
PUB DATE- 98
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *At Risk Persons; Change Agents; *Counseling Techniques; *Empowerment; Family Life; Homeless People; Mental Health Programs; Minority Groups; *Social Change; *Social Work

Empowerment as a philosophy, approach, or method of practice provides a way to rethink social work practice and to achieve needed social change, personally and politically, in ways that

DESCRIPTORS- College Freshmen; *Evaluation Criteria; Evaluation Methods; Evaluation Research; *Freshman Composition; Higher Education; Statistical Analysis; *Student Evaluation; Teacher Role; *Writing Evaluation; Writing Research; *Writing Teachers
IDENTIFIERS- *Faculty Attitudes; University of Northern Iowa

A study examined whether or not the composition faculty at the University of Northern Iowa agreed on criteria for evaluating student writing and to what extent they would give similar scores even if their criteria did not agree. Using 15 sample student papers written for the Writing Competency Examination (WCE), the scores given by current writing faculty using a 4-point holistic scale in addition to one 3x5 index card's worth of comments were analyzed. Results indicated that scores reflected a strong tendency toward the middle range. Statistical analysis on the subgroups revealed that of several factors the most significant was the relationship of scores to whether or not the rater made more content or form comments, followed by percentage of positive comments and teaching classification. Findings suggest that since significant differences were not found among the subgroups, standards are not sacrificed in spite of the current practice which reflects a more diverse and possibly less experienced group of teachers. The study suggests that: (1) the current system produces scores which tend toward the average with few highs and fewer lows; (2) no standardization of criteria exists among teachers of the College Reading and Writing (CRW) course; and (3) the university is served by promoting academic freedom for all teachers of first-year composition. (Contains 7 tables of data and 28 references; various sample forms--a recruitment letter for the study, a demographic information questionnaire, and two additional tables of data--are appended.) (CR)

ED 421 699 CS 216 400

Jones, Donald C.
Telling Stories of Academic Discourse: Narrating Its Acquisition and Analyzing Its Effects.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; *Instructional Innovation; Rhetorical Criticism; Student Attitudes; Text Structure; Writing Assignments
IDENTIFIERS- *Academic Discourse; *Writing Contexts

A writing teacher who teachers first-year college writing proposes a "different" approach to the teaching of academic discourse. It is an approach that includes the production of academic discourse and rhetorical analysis yet enables students to examine and often resolve their resistance against academic discourse. Through a critical examination of their acquisition of academic discourse and its effects upon them, students often learn to blur the boundary between the personal and the academic. The instructor began teaching the conflict over academic discourse by soliciting samples of academic writing from the students. Students then considered the ways in which the three academic texts were similar to and different from the personal essays they had written during the first weeks of the term. Students then read several published texts on the issue

the National Council of Teachers of English (Albuquerque, NM, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Classroom Environment; *Cognitive Dissonance; Cooperative Learning; *English Instruction; Higher Education; *Learner Controlled Instruction; Learning Activities; Teacher Education; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- *Learning Environment

A teacher training course must serve as a model of turning theory into practice--a student-centered, collaborative effort involving active learners taking charge of their own learning--and that includes the teacher as well as the students. Only by active reading, writing, listening, and talking about these ideas--as opposed to merely being told to do them in their own classrooms--can teachers in training make them their own. Without such ownership, it cannot be expected that anyone will create an interactive, transactional classroom. Two students responded to this teaching with "does this stuff really work?" and "yeahbut." Four years later, when one student was asked if she had found that "this stuff really does work," she confirmed that it did. A second student wrote a comprehensive course plan, clearly containing global revisions of past practice and including the new philosophical approach to teaching, and later reported twice on the success of her new approach to teaching. The attempt to discover whether voices of cognitive dissonance within classrooms abet rather than sabotage what theory and research tell about how people learn showed an educator that: collaborative, transactional learning practices elicit a fuller range of voices; these diverse voices lead to negotiation of socially constructed interpretations of texts, theory, and practice; such negotiations promote a sense of engagement with and ownership of texts, theory, and practice; and informed practices amplify all classroom voices. (CR)

ED 421 718 CS 216 436

Nottingham, Theodore J.
The Color of the Wind: Fables for a New Age.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Creative Writing; Didacticism; Elementary Secondary Education; *Fables; Fantasy; *Figurative Language; *Moral Issues; Supplementary Reading Materials; Teaching Guides; Vocabulary Development
IDENTIFIERS- Meaningfulness; *Response to Literature

This book of fables from the animal kingdom contains: "The Frog Who Knew Too Much"; "Long Tail the Lizard"; "The Otter Who Went to the Bottom of the Sea"; "The Single-Wattled Cassowary and His Lethal Toe"; "The Rebel Gerbil"; "Why Hairless Monkeys Turn Out So Bad"; and "The Eagles' Watchtower." The book has been

Furtwengler, Willis J.; Furtwengler, Carol B.; Owens, Melva; Turk, Randall
"Split and Fit": A Faculty Subgroup Self-Organizes and Creates a Different Culture.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Orlando, FL, October 26-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Instructional Leadership; Interviews; Norms; Professional Isolation; Program Effectiveness; Qualitative Research; Rural Schools; *School Culture; *Teacher Attitudes; *Teacher Collaboration; *Teamwork
IDENTIFIERS- Continuous Improvement; *United States (Midwest)

A team of graduate students and educational administration professors, as part of a field-based doctoral program, discovered the "split and fit" culture during an evaluation of the school's Continuous Progress Primary Program (CPPP). According to Pascale (1990), "split and fit" can work to an organization's benefit. Fit contributes to coherence, but too much of it risks overadaptation. Split helps instill vitality, but too much of it can diffuse energy. In this study, researchers identify conditions leading to "split and fit" cultures and discuss their advantages and disadvantages. Data from the School Culture Inventory and information gleaned from interviews, focus groups, and observations revealed sharp differences between primary and upper-level staff cultures in eight areas: instructional leadership, problem-solving support, order enforcement, role clarity, sense of community, recognition of success, quality ethic, environmental support, student membership, collaborative problem solving, and personal/professional self-worth. The split culture may help test new sets of agreements among faculty, increase efficacy, and "reculturate" the entire faculty. Disadvantages of split cultures include failure to support the existing culture's core values, lack of communication and cooperation between different camps, and perceived policy implementation inconsistencies. Implementation strategies are outlined. (Includes an abstract, 2 tables, 22 references, and 3 appendices.) (MLH)

ED 421 737 EA 029 032

Parker-Jenkins, Marie
Sparing the Rod: Schools, Discipline and Children's Rights in Multicultural Britain.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Conference of the South African Education Law and Policy Association (Stellenbosch, South Africa, September 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporal Punishment; *Discipline Policy; Elementary Secondary Education; Foreign Countries; *Legal Responsibility; *Student Rights; Student School Relationship; Teacher Rights
IDENTIFIERS- *Great Britain

How should schools treat unruly children? Answers to this that such an organization is characterized by hierarchies and centralized decision making. The text also examines professional conceptions of teaching, providing some characteristics and examples from the field and claiming that teacher professionalism develops best in schools with flexible and decentralized organizational structures. The text concludes that charter schools are not immune to bureaucracy and that charter-school policy sends contradictory messages about teacher professionalism. Parents usually hold administrative positions in such schools and usually want the authority to hire and fire teachers, which offers teachers little professional control. (Contains 39 references.) (RJM)

ED 421 757 EA 029 147

Takahashi, Sarii Sally
The Keeper of the House: Principal Succession and the Mending of the Hearts.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Behavior; *Conflict; *Conflict Resolution; Educational Administration; Females; High Schools; Instructional Leadership; *Leadership Styles; *Principals; School Supervision

When a popular high school principal was reassigned under difficult circumstances, the school's culture was torn apart. A narrative of how this happened and how the principal's successor was able to heal the rift is provided in this report. The paper provides details of the actions that led up to the board reassigning the principal and the outcry that followed. The narrative discusses how the school was divided; how many parents, faculty, and students demanded a recall of the board members who voted to reassign the principal; and how a culture of suspicion arose during these tense times. The narrative details the hiring of the new principal, the application process, characteristics of a high school principal, the work a new principal would have to do to unite the school, the strategies used to select a principal, the ways to recognize a "healer," and the ways the new principal united the school. The paper then offers an analysis of the situation, asking why the school community had developed such a devotion to the original principal and how the new principal, by allowing herself to be defined by the school, was able to unite the school's stakeholders. (RJM)

ED 421 758 EA 029 148

Mullin, Ann G.; Keedy, John L.
Examining a Superintendent's Transformational Leadership: From the Model to Successful Practice.
PUB DATE- 98
NOTE- 86p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

DESCRIPTORS- *Change Agents; *Consultants; *Educational Innovation; Elementary Secondary Education; Helping Relationship; Low Income Groups; Nonprofit Organizations; *Partnerships in Education; *Professional Development; Program Descriptions; Reciprocal Teaching
IDENTIFIERS- *California (San Francisco Bay Area); Teacher Support Groups

This paper describes the work of an unusual kind of change facilitator lacking formal authority or educational expertise. Founded in 1993, Partners in School Innovation is a nonprofit organization that supports whole-school change efforts in schools serving low-income communities across the San Francisco Bay Area. It commits to 3- or 5-year partnerships with elementary and middle schools that have articulated clear goals, identified implementation strategies, and can use support from Partners--diverse, college-educated AmeriCorps members serving alongside teachers while implementing long-term change projects. Teams of Partners currently work with seven schools in five Bay Area school districts. By 1998, Partners had worked with 2 of its partner schools for almost 5 years. At Hillcrest Elementary School, Partners served as managers and trainers to help teachers adopt and implement Reciprocal Teaching and establish a family literacy program. At Thornhill Elementary, Partners worked as close colleagues of teachers striving to develop a schoolwide assessment system. Partners are site-based, flexible, collaborative, and expert networkers. Working with teachers in their classrooms and knowing students well enabled Partners to help teachers bridge the gap between initial learning and deep practice. Teachers need this type of ongoing support. (Contains 25 references.) (MLH)

ED 421 777   EA 029 184

Sahin, Ali E.
Practices Used by Arizona School Districts Dealing with Incompetent Teachers.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; *Administrator Responsibility; *Educational Practices; Elementary Secondary Education; Questionnaires; *Teacher Dismissal; *Teacher Evaluation
IDENTIFIERS- *Arizona; *Incompetence

This research, which defines teacher incompetence as an administrative problem with serious consequences, concentrates on one solution: cleansing the profession by dismissing incompetent teachers. Specifically, the study aimed to obtain information about the practices Arizona school districts use to identify and handle incompetent teachers. Data were collected from 34 out of 45 personnel directors or superintendents belonging to the Arizona School Personnel Administrators Association. A large majority (74.1 percent) reported using at least three different identification methods: supervisory ratings, parent complaints, and complaints from other teachers. Nearly 91 percent had adopted formal remediation programs. About 65 percent reported that since September 1996, a total of 101 probationary teachers had been notified they will not be rehired because of incompetence. Few reported using incompetent project, this paper examines student grouping practices from an institutional-theory perspective. The study, based on interviews with 10 teachers, examines how teachers explain their reasons for grouping students and how they account for their grouping actions. The majority base their grouping actions on some consideration of student ability. Teachers adopt a fluid, flexible approach that balances individual and collective dimensions while attempting to create a small structure to accommodate instructional contingencies within the broader classroom structure. Teachers group to reduce uncertainty and enjoy a sense of autonomy within the small-group structure. Teachers' organizational grouping arrangements may be an attempt to translate differences in intellectual ability into a familiar version (or categorization) of diversity. Teaching to the middle grade level remains a high priority. While converting a complex instructional system into a manageable system, teachers are constantly worried about unintended effects of separating students. Findings suggest that teachers employ grouping as a flexible organizational mechanism for instruction. Grouping creates institutionally defined structures to organize activities related to the instructional program. There should be a judicious match between structure and broadly defined ability. (Contains 37 references.) (MLH)

ED 421 797 EA 029 223

Hassel, Bryan
Selecting High-Quality Charter Schools: What Policymakers Can Do. SERVE Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Charter Schools; *Educational Policy; Elementary Secondary Education; *Evaluation Criteria; *State Legislation
IDENTIFIERS- *SouthEastern Regional Vision for Education; *United States (Southeast)

This policy brief describes how legislation can ensure that high-quality charter schools emerge from the chartering process. State legislatures do not decide which applicants receive charters, but leave these choices up to "chartering entities" (state and local boards of education) by giving them the power to grant charters. However, state laws set the framework within which chartering entities make their decisions and can significantly affect school selection and quality. Five critical elements influence charter-school selection: who may apply, who may issue charters, how many charter schools are permitted, the criteria for obtaining a charter, and selection-process details. Charter laws in SERVE states (Florida, Georgia, Mississippi, North Carolina, and South Carolina) vary widely on numbers of charter schools allowed, but all five laws either state or imply that chartering entities should closely examine the school's educational program, instructional methods, performance goals, plans for measuring progress, and governance structure. All laws but Florida's ask reviewers to consider the school's plan to involve parents, teachers, and others in designing, managing, or evaluating the school. There are three types of selection processes (annual cycles, restricted rolling, and unrestricted rolling). There are

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Accessibility (for Disabled); Attention Deficit Disorders; *Civil Rights Legislation; College Students; Compliance (Legal); Court Litigation; *Disabilities; Disability Identification; Educational Legislation; Educational Responsibility; Emotional Disturbances; *Federal Legislation; *Higher Education; Hyperactivity; Learning Disabilities; Physical Disabilities; Student College Relationship; Student Personnel Services; Visual Impairments

IDENTIFIERS- Academic Accommodations (Disabilities); *Americans with Disabilities Act 1990; *Reasonable Accommodation (Disabilities); Testing Accommodations (Disabilities)

This manual outlines fundamental principles and actual clinical and administrative procedures for evaluating, documenting, and accommodating a wide range of mental and physical impairments. An initial section provides a solid understanding of the Americans with Disabilities Act's (ADA's) conceptual framework, demonstrating how the standards imposed by the law may challenge existing ideas about how disability is defined. Key concepts are explained, the rights and responsibilities of educational institutions are delineated, and the role of the postsecondary disability service administrator is described in depth. Educational and test accommodations are addressed. The guide then provides specific recommendations on how to reach determinations about conditions that are frequently the basis for claims, such as attention deficit hyperactivity disorder (ADHD), language-based learning disabilities, mood and anxiety disorders, physical disabilities, and visual disorders. Reproducible appendices include several sample documentation forms, as well as current consensus guidelines for documenting learning disabilities and ADHD developed by the Association on Higher Education and Disability and the Consortium on ADHD Documentation. (Individual chapters include references.) (CR)

ED 421 817 EC 306 575

Early Intervention Service Coordinator's Skills Inventory.

PUB DATE- 98

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Conflict Resolution; Delivery Systems; *Disabilities; Early Childhood Education; Early Intervention; Family Involvement; Family Programs; *Individualized Family Service Plans; *Integrated Services; Interdisciplinary Approach; Minimum Competencies; *Skill Development; Staff Development; *Staff Role; Student Evaluation; Training; Young Children

IDENTIFIERS- Individuals with Disabilities Education Act Part H; Pennsylvania

Developed by the Pennsylvania Department of Public Welfare, this skills inventory addresses skill development for service coordinators in two major areas: technical skills development related to the service coordination duties as defined by state and federal statues and policies, and personal skill development related to attitudes and knowledge about families, Personal Narratives; Prevention; Psychotherapy; *Suicide; *Symptoms (Individual Disorders)

This guide provides adolescents with information on depression. An introduction discusses symptoms of depression and lists famous people who were known to be depressed. Part 1, "What's Wrong," explores how it feels to be depressed, the causes and types of depression, and the connections between depression, suicide, and drug and alcohol abuse. A depression self-quiz is included. Part 2, "Getting Help and Staying Well," discusses the benefits of professional treatment and how to stay healthy. Throughout Parts 1 and 2, suggestions are provided for adolescents seeking help. At the end of each chapter, a survival tip is provided that is designed to help adolescents immediately, during treatment, and throughout life to live well and reduce the possibility of getting depressed again. Survival tips include: (1) get some exercise; (2) take a break; (3) have some fun; (4) eat good food; (5) talk about it; (6) stick with your treatment plan; and (7) feed your spirit. Personal stories from teens who have dealt with depression are included in each chapter. (CR)

ED 421 835 EC 306 596

Gillam, Ronald B.
Memory and Language Impairment in Children and Adults: New Perspectives.
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Children; Clinical Diagnosis; Cognitive Processes; Disability Identification; Evaluation Methods; Head Injuries; Intervention; Language Acquisition; *Language Impairments; *Learning Strategies; *Long Term Memory; Memory; Mental Disorders; Metacognition; *Neurological Impairments; Recall (Psychology); Retention (Psychology); *Short Term Memory; *Student Evaluation

This book contains articles from two issues of "Topics in Language Disorders" that focus on recent developments in the understanding of short-term memory, working memory, and long-term memory systems and their relationship to language comprehension, lexical development, early academic development, later academic development, and communication following brain damage. Each chapter applies theoretical and research advances in memory to assessment and intervention issues that are important to clinicians who treat children and adults with language impairments. Part 1 discusses working memory and language impairments and includes the following chapters: "Short-Term Memory, Working Memory, and Their Importance in Language Processing" (Nelson Cowan); "Sentence Comprehension and Working Memory in Children with Specific Language Impairment" (James W. Montgomery); "Capacity Limitations in Working Memory: The Impact on Lexical and Morphological Learning by Children with Language Impairment" (Susan Ellis Weismer); "Serial Memory in Children with Specific Language Impairment: Examining Specific Content Areas for Assessment and Intervention" (Barbara B. Fazio); "Phonological Awareness Training and Short-Term Working Memory: Clinical Implications" (Ronald B. Gillam and Anne van Kleeck); and "Retraining Memory

Task Force (appointed for Alberta in February 1997) regarding the development of a new school facilities capital plan. Guiding principles included the needs of students, local decision making, and long-range planning. Nine appendixes include a sample school capital funding scenario; the purpose, members, scope, and process of the Task Force; and principles for Alberta's education system. Also provides the following lists: community public meetings and its participants; stakeholder and school board presentations; written submissions from the public; materials distributed by the Task Force; and references. Includes a discussion paper, "Towards Development of a New School Facilities Capital Plan for Alberta's Students," which reviews and describes in greater detail six key issues raised earlier in the text, including the maintenance, renovation, and replacement of existing school facilities and the accommodation of enrollment growth. Each issue also raises questions for further consideration. Discussion paper provides a comment sheet for response to the Task Force, as well as three appendixes. These final appendixes supply background information, a chart illustrating Alberta's school building inventory by age group, and a table of student enrollments from 1986-2000. (CMD)

ED 421 854   FL 025 226

Fradd, Sandra H., Ed.; Lee, Okhee, Ed.
Creating Florida's Multilingual Global Work Force: Educational Policies and Practices for Students Learning English as a New Language.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cultural Pluralism; Demography; Elementary Secondary Education; *English (Second Language); *Labor Force Development; Language Minorities; Limited English Speaking; *Literacy Education; Mathematics Education; *Public Policy; Public Schools; Science Education; Second Language Instruction; Social Studies; State Government; *Statewide Planning
IDENTIFIERS- *Florida

A selection of essays address issues in the education of students of English as a Second Language in Florida, focusing on the development of the state's labor force among this multilingual, multicultural population. Papers include: "Implications of Demographic Changes in Florida's Public School Population" (Thomas D. Boswell); "Issues in the Education of Florida's English Language Learners" (Sandra H. Fradd, Diane K. Wilen, Diane Fardig); "Literacy Development for Language Enriched Pupils through English Language Arts Instruction" (Fradd); "School Mathematics for Language Enriched Pupils" (Walter G. Secada); "Science Instruction and Assessment for Language Enriched Pupils in the State of Florida" (Okhee Lee); "Social Studies Instruction and Assessment: Meeting the Needs of Students Learning English" (Deborah J. Short); and "Promoting the Contributions of Multicultural Students in the Work Force of the 21st Century" (Eugene E. Garcia). (MSE)

ED 421 855   FL 025 347

Mitchell, Douglas E.; Destino, Tom; Karam, Rita
Evaluation of English Language Development Programs in the Santa Ana Unified School District. A Report on Data System

speech patterns in Modern Israeli Hebrew. Eighty native speakers of university age were provided with descriptions of events in which some desired object or information was the goal, then asked what they would say to attain the goal and to construct examples of stylized uses of speech for each of the events. After each response, they were also asked to describe the way in which they had spoken and explain their descriptions. Results indicate significant differences in the ways in which polite speech was performed, evaluated, and explained. Two explanations for the differences are offered: (1) speaker's ethnic background and gender; and (2) ideological forces working against certain Western forms of politeness. Analysis focuses on the roots of these ideologies in early Zionism and on their fading influence in Israel's current political context. (MSE)

ED 421 875 FL 025 375

de Courcy, Michele
Issues in Australian Immersion Research.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Research; Elementary Education; Error Patterns; Foreign Countries; French; *Immersion Programs; *Interlanguage; *Language Research; Learning Processes; Second Language Learning; Second Languages
IDENTIFIERS- *Australia (Victoria)

This study evaluated a partial-immersion program in French in Victoria, Australia, an area in which little research has been conducted to date. The program has operated at an elementary school since 1991 and is the first English/French program of its kind in Victoria. French is the language of instruction for at least 40 percent of classes, with mathematics, physical education, and art taught in French. The present study focused on the interlanguage development of the students in years one through four, drawing on data from a storytelling exercise, cloze tests for the older children, analysis of student writing samples, and think-aloud protocols and classroom observation. Developmental error patterns, English narrative development, and accent are considered. Findings are reported and implications for program policy in this context are discussed briefly. Contains 10 references. (MSE)

ED 421 876 FL 025 376

Amselle, Jorge
Bilingual Education: A Ten State Report Card. CEO Policy Brief.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Comparative Analysis; *Educational Policy; Program Effectiveness; Program Evaluation; *Public Policy; *State Programs

This report evaluates the bilingual education policy of ten states (Arizona, California, Florida, Illinois, Massachusetts,

Allender, Susan Chou
Adult ESL Learners with Special Needs: Learning from the Australian Perspective. ERIC Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Classroom Techniques; Curriculum Design; Educational Background; *Educational Needs; Educational Strategies; *English (Second Language); Foreign Countries; *Illiteracy; *Immigrants; Land Settlement; *Literacy Education; Older Adults; Program Design; Second Language Instruction; Second Language Learning; Student Characteristics; Student Needs
IDENTIFIERS- Australia

A discussion of adult learners of English-as-a-Second-Language (ESL) with special needs draws on what has been learned in an Australian program of adult immigrant ESL education and acculturation. It summarizes research undertaken within this program to identify groups of adult learners with special needs and the learning barriers that face them, gives examples of curriculum strategies, classroom practices, and policy initiatives developed to overcome these barriers and improve the effectiveness of learning, and identifies issues still to be resolved. Learner characteristics found to affect the pace and success of formal language learning include these: lack of or limited formal education; no experience of formal learning as adults; disrupted education due to war or other political crisis; first-language functional illiteracy; background in non-roman script language; old age; trauma; and significantly different cultural backgrounds and educational perspectives. Curriculum strategies, classroom practices, program design elements, and policy initiatives to address each of these circumstances are outlined. Issues remaining to be resolved include: measuring instructional effectiveness over time; providing for lifelong learning; providing alternative sin employment; and creating a new paradigm supporting productive diversity. (Contains 29 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 899 FL 801 247

Weinstein, Gail
Family and Intergenerational Literacy in Multilingual Communities. ERIC Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Community Programs; Cultural Pluralism; Curriculum Design; *Educational Needs; Educational Policy; *Educational Trends; *Family Literacy; Family Programs; Grouping (Instructional Purposes); Instructional Materials; *Intergenerational Programs; *Literacy Education; Program Design; Public Policy; Trend Analysis

A discussion of family and intergenerational programs promoting

NOTE- 478p.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; College Freshmen; *Enrollment Trends; *High School Graduates; High Schools; Higher Education; Place of Residence; Postsecondary Education; Private Colleges; Public Colleges; Tables (Data)
IDENTIFIERS- *Minnesota

This report presents data tables on fall 1996 enrollment at Minnesota's public and private postsecondary education institutions. An introduction and glossary precedes the main body of the report, which has four parts: (1) five-year summaries for each institution, including total headcount, full-time and part-time enrollments, male and female enrollments, new entering student enrollments, and totals by type of institution; (2) residence data, including county of residence for in-state new entering students summarized for each system; and residency by state or foreign country summarized for out-of-state students; (3) data on participation in postsecondary education, including participation rates of 1996 in-state high school graduates, by gender, for each institution; distribution of in-state new entering students, by year of high school graduation, for each institution from 1992 to 1996; and the ratios of new entering students who graduated from high school in 1996 compared to all 1996 high school graduates for each county by planning region; and (4) enrollment data reports for each institution, summarized by level of study, gender, full-time or part-time attendance, and regular or extension enrollments. (DB)

ED 421 918 HE 031 439

Recent Reform and Perspectives in Higher Education: Report of the Seminar Including a Range of Countries from Asia-Pacific and Europe.
PUB DATE- 98
NOTE- 171p.; Reports presented at a Seminar "Higher Education Reform: Recent Trends and Strategies towards the 21st Century" (Japan, June 15-26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Accountability; Developed Nations; *Developing Nations; Educational Objectives; Educational Quality; Financial Support; Foreign Countries; Higher Education; International Cooperation; *International Programs; *Long Range Planning; Seminars
IDENTIFIERS- *Asia Pacific Region

This report describes a 1998 seminar held to review the situation of higher education reform in Asia and the Pacific region, as well as in some Western nations, and to identify common issues and priorities, and then develop a collaborative framework for addressing these issues and setting priorities. Seventeen participants from 16 countries participated in the seminar. Chapter 1 is an introduction; chapter 2 provides a synthesis of country experiences; and chapter 3 offers recommendations and suggested strategies, addressing the following areas: access, performance, quality, funding, autonomy and accountability, research, and social accountability. Attached are lists of seminar and small group participants and the reports of the two small groups. Appended are country reports for the following nations: Australia, China, Germany, Indonesia, Lao PDR, New

Sounds Good, but That Doesn't Work Here: Postsecondary Learners' Perceptions of Small Group Learning in an Asian Context.
SPONS. AGENCY- Hong Kong Univ.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cooperative Learning; *Curriculum Evaluation; Educational Assessment; Foreign Countries; *Group Activities; Grouping (Instructional Purposes); Higher Education; Learning Strategies; *Outcomes of Education; Program Effectiveness; Questionnaires; Student Attitudes
IDENTIFIERS- Hong Kong

This paper reports on a two-year study conducted to evaluate cooperative learning or "group work" learning models in three courses at an Asian university. Data collection methods included a paired pre/post survey of learners, paired observations (early and late) of groups involved in assigned tasks, and two rounds of one-on-one interviews with a subset of learners. The study examined the effectiveness of the group work model on: student achievement of subject matter content; student changes in interpersonal and decision making skills; and student attitudes toward the model. The preponderance of significant changes from pre- to post-surveys on 164 matched questionnaires were negative, suggesting that the existing literature on cooperative or group learning may overstate the benefits such methods can provide. The study results indicated that: (1) group learning is no better than other instructional methods in overcoming problems of implementation; (2) the potential benefits of group learning may not be immediately recognized by students; (3) teachers wishing to employ group work methods must know what barriers their particular students face and take measures to help them overcome their deficiencies; and (4) research must be carefully designed if it is going to arrive at an accurate understanding of what transpires when students are given group learning tasks. (Contains 13 references.) (MAB)

ED 421 938 HE 031 476

Clark, Burton R.
Creating Entrepreneurial Universities: Organizational Pathways of Transformation. Issues in Higher Education.
PUB DATE- 98
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; *Change Strategies; Diversity (Institutional); Educational Finance; *Entrepreneurship; Foreign Countries; *Higher Education; Institutional Environment; *Organizational Change; Organizational Development; Universities
IDENTIFIERS- *Europe

This book examines issues related to the entrepreneurial transformation of universities using a study of five European universities which have been working to become more enterprising and entrepreneurial for eight or more years. The five institutions were: the University of Warwick (England);

following findings are highlighted: stations add to airtime; information and skills and general children's programming dominate airtime; "Sesame Street" retains the most broadcast hours; public television stations are the largest producing group; PBS distributes about two-thirds of programming hours; WGBH and WNET present nearly one-third of PBS programs; pledge programming accounts for over one-tenth of airtime; and local programming continues to have a presence in schedules. Tables and graphs are included which show: subject matter percentages based on airtime; the top 10 programs based on broadcast hours; producer percentages based on airtime; pledge as a percentage of airtime by license type; local programming subject matter percentages based on airtime; licensee characteristics; and public television programming historical trends from 1974-1996. (AEF)

ED 421 959 IR 018 930

Bailey, Robert
Perceptions of Commercial Activities in Public Broadcasting. CPB Research Notes, No. 107.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Attitudes; *Audience Awareness; Audience Response; Broadcast Television; Federal Aid; *Fund Raising; *Programming (Broadcast); *Public Television; Television Research; Television Surveys; Television Viewing
IDENTIFIERS- *Public Radio

In 1997, the Corporation for Public Broadcasting commissioned Market Facts to conduct a survey of Americans' views of commercial activities by public television and public radio stations. The general objectives were to get an up-to-date reading of perceptions and attitudes among the general population and among groups of special interest defined by their viewing, listening, or contributing patterns, and to determine what changes have occurred since the 1995 survey. This report presents an overview of results indicating that: viewers and listeners are largely acceptant of the amount of commercial activity engaged in by public broadcasting, and contributors are even more so; the public generally approves of proposals to sell extra broadcast capacity to private-sector telecommunications providers and the sale or lease of unused channels to commercial broadcasters as ways of raising money; and the public is confused about federal funding of public broadcasting and not knowledgeable about recent changes. Enhanced sponsorship announcements, membership drives, and federal funding are discussed. Graphs present data on: awareness of enhanced sponsorship announcements; perceived increase in disruption of public television and public radio programming for membership drives; awareness that public broadcasting receives federal funding; and preferred level of federal funding. (AEF)

ED 421 960 IR 018 931

NICEM Thesaurus. First Edition.
PUB DATE- 98
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials -

volume are discussions of professional development courses and programs in the area of educational technology. The articles in this monograph feature educational reform through the implementation of constructivist learning principles in classrooms. The monograph is divided into two parts. Part I's theme, "Changing Attitudes about Technology in Education," contains the following papers: "Professional Development and Innovations: Creating Environments for Practice," (Cathy L. Gunn), and "Building Communities of Learners in Technology Classes: Strategies that Promote Confidence, Problem-Solving, and Critical Thinking," (Elizabeth M. Willis and Laura Sujo de Montes). Part II's theme, "New Technology Paradigms in Highly Technical Learning Environments," includes the following papers: "Instructional Strategies for Developing a Teaching and Learning Technology-Based Curriculum," (Glenda A. Gunter and Judy R. Lee), "Guiding Principles of Constructivism: The Didactic Concepts behind the Development of the Grand Canyon CD-ROM (Gary R. Tucker), "A Constructivist Perspective on Distance Learning," (Kathleen K. Glascott and Sandy J. Stone), and "Rethinking Learning Environments: A Team Investigation of Beliefs and Practice" (Gary R. Tucker and Cathy L. Gunn). Author profiles are included at the end of the document. (AEF)

ED 421 979 IR 018 953

Heller, Norma
Technology Connections for Grades 3-5. Research Projects and Activities.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Class Activities; Consumer Education; Educational Technology; Elementary Education; *Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; Geography Instruction; Grade 3; Grade 4; Grade 5; History Instruction; Information Literacy; *Information Skills; Information Technology; *Integrated Activities; Interdisciplinary Approach; Language Arts; *Learning Activities; Lesson Plans; Librarian Teacher Cooperation; Multimedia Instruction; Small Group Instruction; Social Studies; Teaching Guides
IDENTIFIERS- Media Literacy; *Technology Integration

This book provides guidance and instruction for nine in-depth projects that integrate information literacy skills and technology skills with the elementary curriculum while promoting small-group learning and interpersonal skills. These projects use the talents of both the teacher and the librarian and emphasize small group learning. The following are the projects/activities and curriculum areas for each: (1) "Rights and Responsibilities: Taking a Stand" (social studies, language arts, math); (2) "As the Flags Go Marching By: A Multicultural Project" (language arts, social studies, math, geography); (3) "Islands of the World: Where on Earth Am I?" (social studies, language arts, math); (4) "It's About Time" (language arts, social studies); (5) "From Your House to My House" (language arts, history, geography, art); (6) "Learning About Art: My Favorite Things" (language arts, art); (7) "Consumer Education: Will That Doll Really Fly?" (social studies, language arts, media literacy, consumer education, math); (8) "Weather Disasters: Why Did It Rain on My Parade?" (language arts,

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Black History; *Black Literature; *Blacks; Cultural Awareness; Library Collection Development; Library Funding; Library Materials; Library Personnel; Library Policy; *Library Services; Needs Assessment; Public Libraries; Staff Development; User Needs (Information)
IDENTIFIERS- *African Americans

This publication was created to provide guidance to public service librarians, administrators and library directors on how to improve service to African Americans throughout California, promoting literacy, and providing materials by and about African Americans for the entire library community. One of the first issues the task force identified was the widespread interest in African American culture that extends well beyond the African American community. Issues and recommendations covered in this publication include: needs assessment and community analysis; community connections; access; materials and collection development; personnel and staff development; services and programs; technology in libraries; marketing and awareness; funding; political concerns; and evaluation. This publication is a call to action for librarians and library directors to begin to make the needed changes in policies, procedures, services and programs that will result in enhanced service to the African American community. (AEF)

ED 422 000 IR 057 116

Keller, Shelly G., Ed.
Proceedings of the Convocation on Providing Public Library Service to California's 21st Century Population (Sacramento, California, May 22-23, 1997).
PUB DATE- 97
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Conferences; Futures (of Society); *Library Collection Development; Library Personnel; *Library Services; Lifelong Learning; Literacy; Outreach Programs; Program Evaluation; *Public Libraries; State Programs
IDENTIFIERS- California State Library

The California State Library convened the Convocation on Providing Public Library Service to California's 21st Century Population with the goal of creating a vision of public library service in California. Over 100 library leaders and supporters gathered for two days of meetings and work sessions. These proceedings are designed to give a detailed view of the Convocation, including: California's 21st Century Population: a demographic profile; 15 perspective papers on the major topics of the convocation: access, collection development, community collaboration and outreach, lifelong learning, promoting the value of libraries, staffing to serve California's 21st century population, technology in libraries; recommendations for the California State Library, the California Library Association, public libraries, library schools, and library supporters; remarks of Dan Walters, syndicated political columnist and

Library Systems; Learning Resources Centers; *Library Automation; Library Technical Processes; Media Specialists; National Surveys; *Online Catalogs; *School Libraries; Tables (Data); *Vendors
IDENTIFIERS- *Australia; MARC; Teacher Librarians
The title report of this publication contains the results of a 1993 study devised to ascertain the market share and geographic distribution of automated systems in Australian school libraries. Thirty-three surveys were distributed to vendors of automated systems known to have school library installations or to have recently developed a product for this market; 29 surveys were returned. Systems included were required to perform at least three functions: cataloging, online catalog (OPAC), and circulation. Survey results provide an overview of the Australian school library automation scene as well as a brief history and contact information for some of the most common systems available. It is anticipated that subsequent surveys will occur on an annual basis. The following three papers are also included: "Crucial Factors in Online Inquiry: OPAC Design for School Library Users" (Paul Drayton); "MARC for Teacher-Librarians: An Introduction" (Ellen Paxton); and "Providing Access to Fiction in School Libraries: Some Thoughts and Observations" (Ashley Freeman). Each paper contains references, and a 65-title select bibliography of school library automation is included. (DLS)

ED 422 021 IR 057 145

Dillon, Ken, Ed.
School Library Automation in Australia: Issues and Results of the National Surveys. 2nd Edition. Topics in Australian Teacher Librarianship, No. 1.
PUB DATE- 97
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Utilities; Case Studies; *Cataloging; Elementary Secondary Education; Fiction; Foreign Countries; *Integrated Library Systems; Learning Resources Centers; *Library Automation; Library Technical Processes; Multimedia Materials; National Surveys; *Online Catalogs; *School Libraries; Tables (Data); Vendors
IDENTIFIERS- *Australia; MARC
This publication about school library automation in Australia contains 18 chapters divided into seven sections. The chapters in the first section presents survey results: "School Library Automation in Australia: Results of the First, Second and Third National Surveys" (Ken Dillon); and "School Library Automation in New Zealand: Results of a National Survey" (Cynthia Petersen). The next section deals with OPACs (online public access catalogs) in school libraries: "Responsive Information Environments: Effective and Affective User Education Strategies for School Libraries" (Kylie Hanson); and "Dolphins are Never Pink: Icon Use in Interfaces for Catalogs Used by Children" (Judy Clayton). SCIS (Schools' Catalogue and Information Services) is the topic of the third section: "The Role of SCIS Cataloguing Agencies: The NCEC" (Penelope Maddick); and "MARC for Teacher Librarians: An Introduction" (Ellen Paxton). The fourth section addresses issues in school library automation: "Factors Influencing the Selection of Automated Library Systems in Victorian Independent School" (Rosemary Abbott); "Selecting a Second Generation Library Automation System: A Checklist"

settings, the meanings derived, and the ways meanings combine to impact student engagement in school and learning. (Contains approximately 175 references.) (KB)

ED 422 061 PS 026 634

Sustaining a Healthy Environment: Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 97
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Class Activities; Community Development; Conservation (Environment); Curriculum Development; *Environmental Education; Learning Activities; *Learning Modules; Pollution; Preschool Curriculum; Preschool Education; *Preschool Teachers; *Professional Development; Resources; School Community Relationship; Teaching Guides; Workshops
IDENTIFIERS- *Project Head Start

Exploring and working with environmental issues can be exciting and enriching for Head Start staff. The goal of the technical guide is to broaden Head Start staff members' understanding of the natural environment so they can better incorporate environmental enrichment and environmental protection into their programs. The guide is organized into five sections, beginning with three training modules. Module 1, "Caring for Our Children, Caring for Our Earth," examines the Head Start program's overall goals in its work with children and families. This module explores ways that environmental concepts and environmental education can strengthen these services. Module 2, "Environmental Risks and Hazards," addresses staff members' ability to identify, understand, and alleviate environmental hazards, especially those relevant to their programs. Module 3, "Building Communities Which Consider the Seventh Generation," deals with community development and the big picture of environmental health now and in the future. This module encourages Head Start staff to consider practices and policies in this light. Each of the modules provides learning opportunities for workshop sessions and coaching and is organized into the following sections: (1) outcomes; (2) key concepts; (3) background information; (4) discussion/reflection questions; (5) learning activities; (6) points to consider, issues for discussion prompts; (7) additional activities to reinforce the expected outcomes and transfer skills to the work setting; and (8) handouts. Following the training modules, the guide includes a section on continuing professional development presents suggestions for further increasing knowledge and skills. A section on environmental education resources completes the guide. (KB)

ED 422 062 PS 026 650

The Montessori Observer, 1980-1997.
PUB DATE- 86
NOTE- 426p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

positive programming, issues facing youths, research and

evaluation, youth leadership, and public policy. The issue contains the following articles: (1) "Keys to Bringing Family Support and Youth Development Together through Group Work" (Andrew Malekoff); (2) "Family Support is Crucial to Youth Development" (James D. Cox); (3) "Keeping the Glass Full: Ending the Prevention vs. Promotion Debate" (Karen Pittman); (4) "Mobilizing Communities To Build Youth Assets: How Family Support Can Help" (Peter C. Scales); (5) "Bridging the Generation Gap" (Raul Ratcliffe and Elizabeth Steinfeld); (6) "Paving the Road to Manhood: Interview with Geoffrey Canada" (Julia DeLapp); (7) "Youths Say...We Can Beat Gang Involvement" (Ulysses Jefferson); (8) "What Do Young Adolescents Need?"; (9) "Chemical Dependency and Substance Abuse: A Holistic Approach to Treating Youths" (Nathaniel W. Hurse and Debra Davis-Moody); (10) "What Makes Youth Development Programs Work?" (Donna Walker James and Edward DeJesus); (11) "Effective Programs in Youth Development"; (12) "Evaluating a Youth Program" (Edward C. Siegel and Cheryl A. Videen); (13) "Engaging Youth as Stakeholders in Communities" (Israel Romero); (14) "Young Mentors Share How They Help Inner City Youths Stay Positive" (Sam Beck); (15) "Youths Say...We Can Speak For Ourselves" (Dabriah Allston); (16) "Who Are Today's Youth?" (John Calhoun); (17) "Programs Mobilize To Stop Bill S.10"; and (18) "Youths Say...Teens Care about Politics" (Kym Stewart). (JPB)

ED 422 082   PS 026 727

Zimmer-Gembeck, Melanie J.; Riddell, Cathy
School-Based Health Centers in Oregon: Adolescents Report Their Needs, Use, Behaviors, and Attitudes.
SPONS. AGENCY- Oregon Health Sciences Univ., Portland.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Child Health; Educational Research; *Health Programs; Health Promotion; High Risk Students; *High School Students; Low Income Groups; *School Health Services; Secondary Education; Sexuality; *Student Behavior; Tables (Data)
IDENTIFIERS- Oregon; Risk Taking Behavior; School Based Services

This study investigated the patterns of student use of school-based health centers (SBHCs) in Oregon. The study explored adolescents' health care needs and use of services, the reasons students use SBHCs for care, and the type of students who use SBHCs; the study also assessed the relationships between use of SBHC services and student risk behaviors, and compared health care access and behaviors of students using SBHCs with those of other students. High school students attending schools with and without SBHCs completed the Youth Risk Behavior Survey, and a summary and evaluation of SBHCs. Findings indicate that students use SBHCs for easy access, financial reasons, and privacy protection, and that students from areas of lower socioeconomic status, minority groups, and older age groups are more likely to use SBHCs. Access to SBHCs is related to increases in the health care of students. While SBHCs are providing care to some of the highest risk students--as indicated by experiences of abuse, drug use and sexual behavior--these students are not engaging in higher levels of alcohol or cigarettes than other students, and SBHC users report lower rates of sexual activity without birth control and are more concerned about HIV/AIDS than their peers. (Tables and figures

Statistical Data; Surveys; Two Year Colleges

To identify current community college programs for occupations in high demand by business and industry, the American Association of Community Colleges (AACC) conducted a survey of 1,120 colleges across the nation. The survey asked community colleges to identify "hot" programs, the number of students enrolled in these programs, and the average starting salary received by graduates. A program is considered "hot" when completers are hired immediately following, or in some cases before, graduation. The survey also asked community colleges to identify hot information technology (IT) programs separately, because these programs have exhibited the most industry and labor force growth since AACC's 1994 survey. Their continued growth can be shown in both the number of programs offered and in the average number of students enrolled in IT programs. Tables contained in the article show top hot programs and average salary by region, top 25 national hot programs, ten highest starting salaries, employment information and job growth. Comparisons between regional salaries, the 1997 and 1994 surveys, and employment projections are displayed in tables. Noncredit training is also summarized. (AS)

ED 422 041 JC 980 364

Kienzl, Gregory; Li, Yong
Computer Technology at Community Colleges. AACC Research Brief.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Computer Uses in Education; Educational Finance; Educational Planning; *Educational Technology; Financial Support; *Information Technology; Internet; *Strategic Planning; Surveys; Tables (Data); Two Year Colleges

A survey conducted in the fall of 1996 shows that a majority of community colleges have the following technological amenities: campus computer labs, Internet connectivity, campus computer networks, increased funding for instructional technology, and separate instructional systems departments. The Community College Computer Survey was sent to nearly 1,300 community colleges, and consisted of 7 sections covering network and Internet connectivity, networks and mainframes, computer access and lab usage, computing services, software availability, personnel in instructional technology offices, and funding/institutional planning for computer services. Graphs and charts illustrate responses to the survey, as well as student-to-computer ratios, computer distribution, accessibility, and operation hours for different community colleges. (Contains 10 tables and 18 graphs.) (AS)

ED 422 042 JC 980 365

Barnett, Lynn
Mentoring for Disability Support Service Program Development. AACC Project Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Delivery Systems; *Education Work Relationship; Educational Needs; Foreign Countries; *Industrial Training; Instructional Development; *Lifelong Learning; *Marketing; Needs Assessment; Position Papers; *School Business Relationship; *Small Businesses
IDENTIFIERS- *United Kingdom

In 1996, small and medium-sized enterprises constituted 99% of all businesses in the United Kingdom in all but the electricity, gas, and water supply sector, providing 46% of nongovernment employment. SMEs' concern with day-to-day demands leaves them with limited time and resources to consider their training needs. Although providing support and training for SMEs is not a lucrative source of income for further education (FE) colleges, it is essential because developing a learning culture in SMEs is critical to securing British competitiveness in global markets. Good relationships with training and enterprise councils are important, as are partnerships with other agencies providing support. The serial recommends that FE colleges must address their image with SMEs, clarify the benefits of training to firms and firm profitability, and consider the effects of seasonal and shift work when marketing and delivering training for SMEs. Among the report's recommendations are: a strategic and structured approach to meeting the needs of SMEs should be balanced with flexibility and speed of response and the use of technology to reach people and access learning may provide appropriate delivery methods in the medium to long term. The importance of networking and informal learning is also be emphasized. (Appended are the following: audit research tool and example; criteria for college action planning pro forma; and two case studies.) (MN)

ED 421 626   CE 076 852

Barnard, Philip; Dixon, Stella
Value Added: Beyond A-Levels to Vocational Programmes?
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Accountability; Comparative Analysis; Evaluation Methods; Feasibility Studies; Foreign Countries; *General Education; *Measurement Techniques; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Secondary Education; Technical Institutes; *Vocational Education
IDENTIFIERS- General National Vocational Qualif (England); *Great Britain; *Value Added Model

In Great Britain, interest in the measurement of value added was stimulated initially by the requirement that schools and further education (FE) colleges publish league tables of examination results. Value-added data can be aggregated to compare different institutions' performance. Within colleges, value-added data provide a basis for setting targets, monitoring performance, and identifying patterns of success and failure. Measuring value added entails comparing the characteristics and attainments of learners at entry (input data) and their achievements at exit (output data). Where correlation between input scores and output scores is high, value-added data can also be used to motivate and improve the performance of individual students by setting realistic targets and monitoring progress. According to a recent study that measured the performance of nearly 2,000 students in General National Vocational Qualifications (GNVQ) advanced programs at 10 FE colleges, nationwide application of a uniform methodology

Community partnerships can increase the effectiveness of school-to-work programs. By working together, each partner organization can work smarter, share important information, build a collective set of resources, and keep its focus on its clients, the youth. Another issue pertaining to the creation of partnerships is change and why businesses would be willing to partner with schools. In terms of readiness for change, urgency about change, and accountability structures that make change essential, businesspeople are more prepared to try something new than is the public sector. Communities are reluctant to create partnerships if leaders do not understand all that a partnership can accomplish and do not believe the effort will be well spent. Elements essential to creation and operation of an effective partnership are as follows: everyone relevant to the problem must come to the table; participants must accept partnerships are essential to effective service delivery, feel a sense of urgency, have a shared vision of the desired outcomes, understand what the term collaboration means, talk about their responsibilities and authority in their own organizations, identify their self interest, consider partnership activities part of their job, and accept that they cannot accomplish the goals of the partnership alone. The work of a partnership includes: establishing contracts with its members, sharing information that enhances the members' individual work, and building systems. Facilitation of partnerships requires an "honest broker," flexibility, and staff commitment. (YLB)

ED 421 644   CE 076 894

Edelson, Paul Jay
The Organization of Courses via the Internet, Academic Aspects, Interaction, Evaluation, and Accreditation.
PUB DATE- 98
NOTE- 17p.; Paper presented at the National Autonomous University of Mexico (Mexico City, Mexico, February 17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; *Electronics; *Extension Education; Higher Education; *Internet; Online Systems

Electronic teaching via the Internet has its rewards and frustrations. In asynchronous distance learning, students have their own passwords to reach the course site on the Internet. An interactive software program allows them to post messages to one another and follow the thread of conversation. Unlike a traditional class that meets once or twice a week, students in electronic courses participate many times in a week. The biggest intellectual and behavioral hurdle for faculty and students is overcoming the anxiety caused by the disunities of time, space, and action. Benefits are as follows: forum for participation at convenient times and places; time for students to read and craft responses; improved student writing and research skills; more student participation; and written records. Problems include the following: an initial steep learning curve; difficulty in discussion closure; faculty adjustment to more student comments; heavier student workload; importance of literacy and writing skills; and no face-to-face contact. Support issues are help for faculty in course development; technical reliability; and student frustrations with Internet providers and equipment limitations. Graduate

Research into the Use of Intranets for Training.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Comparative Analysis; *Computer Uses in Education; *Corporate Education; Foreign Countries; Internet; *Job Training; Literature Reviews; Postsecondary Education; *Training Methods; World Wide Web
IDENTIFIERS- *Intranets; *United Kingdom; United States

The use of intranets for training and disseminating information was examined through a review of the following: print periodicals; websites of the European Network for Learning with Multimedia the Access and two British newspapers; postings to the Intranet Journal discussion groups; a general Internet search; and discussions with several leading companies. It was discovered that a large proportion of individuals and organizations do not understand the difference between the Internet and intranets. Intranet-based training appeared more widespread in the United States than in the United Kingdom; however, both countries were still in the experimental stage of using intranets for training. Within the United Kingdom's further and higher education sectors, intranets were generally part of the mix of media for the overall learning experience for a particular subject. Compared with early attempts at computer-based training, existing examples of web-based training are generally of much lower quality. Studies have suggested that up to 70% of U.S. firms but only 6% of British firms are currently using intranets for training. It appears certain, however, that intranet-based training will become increasingly prevalent because of the need for just-in-time training, the ease of updating intranet-based training easily, and intranets' distinct cost advantage. (Contains 23 references.) (MN)

ED 421 661 CE 076 948

Hilley, Robert
Power Product Equipment Technician: Construction Equipment. Teacher Edition. Student Edition.
PUB DATE- 99
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Competence; *Competency Based Education; Construction Industry; *Engines; *Equipment Maintenance; Integrated Curriculum; Job Skills; Learning Activities; Lesson Plans; *Power Technology; Regional Planning; Secondary Education; *Small Engine Mechanics; Teaching Guides; *Technology Education

The instructor's guide in this package, which is one in a series of new publications developed to replace the Multistate Academic and Vocational Curriculum Consortium's previous small-engine curricula, contains the materials required to teach a competency-based course in repairing construction equipment. The guide begins with an introduction containing the following: notes on using the publication, competency profile, instructional/task analysis, academic and workplace skill classifications and definitions, and list of related academic meet human needs. Part One, "An Introduction to Empowerment Practice," written by the editors, describes the elements and process of the model in the first chapter: (1) "A Model for Empowerment Practice." In Part Two, "Empowerment in Practice: Populations," the four chapters focus on specific populations: (2) "Empowerment of Women" (L. GlenMaye); (3) "Empowering Poor Communities of Color: A Self-Help Model" (M. Okazawa-Rey); (4) "Empowerment Practice with Lesbians and Gays" (K. A. DeLois); (5) "Empowering People with Disabilities: The Role of Choice" (R. Renz-Beaulaurier). Part Three focuses on specific fields; chapter topics are (6) "Empowerment in Mental Health Programs: Listening to the Voices" (S. S. Manning); (7) "Empowerment Practice with Homeless People or Families" (G. Andrus, S. Ruhlin); (8) "Empowerment of Youth" (S. Rees); (9) "Empowering Families" (V. G. Hodges, Y. Burwell, D. Ortega). Part Four, "Special Issues in Empowerment Practice" includes (10) "Social Service Delivery and Empowerment: The Administrator's Role" (E. O. Cox, B. H. R. Joseph); (11) "Research as an Empowerment Strategy" (S. S. L. Sohng); (12) "Evaluation of Empowerment Practice" (R. J. Parsons); (13) "Creating Opportunities for Empowerment-Oriented Programs" (L. M. Gutierrez, R. J. Parsons, E. O. Cox). (EMK)

ED 421 680 CG 028 640

Harrison, Patricia A.; Fulkerson, Jayne A.; Beebe, Timothy J.
Juvenile Correctional Facilities, 1995. Minnesota Student Survey.
SPONS. AGENCY- Substance Abuse and Mental Health Services
Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Delinquency; *Delinquent Rehabilitation; Emotional Problems; Public Schools; Self Destructive Behavior; Substance Abuse; Surveys; *Youth Problems

Voluntary survey responses of adolescents in corrections facilities (N=893) are compared to those of adolescents in public schools. Findings are highlighted in the following areas: (1) "Youth, Their Families and Their Environments," which includes sections on population description, family composition and relationships, family alcohol and drug problems, family violence, sexual abuse, date violence and rape, and multiple victimizations; (2) "Psychological Distress," which covers data on low self-esteem, emotional distress, and suicidal behavior and self-injury; (3) "Sexual Activity," which deals with rates of sexual activity, pregnancy, and condom use; (4) "School Perceptions and Behaviors," which reviews perceptions about school and learning problems; (5) "Antisocial and Illegal Behaviors," which includes reports on delinquent behavior, recent trends in substance use, cigarette use, alcohol and drug use prevalence, high-risk substance use, and consequences of substance use for the juvenile corrections population. Some survey results were more positive than might be expected; but very high rates of emotional distress, self-destructive behaviors, and environmental trauma were found. An executive summary, a summary of the findings, and recommendations are included. Eight specific recommendations are focused on reducing recidivism and returning youth to the community more prepared to cope with the adversities they confront. (Contains 34 references.) (EMK) and wrote responses that focused on specific points of agreement, disagreement or uncertainty for themselves in relation to the texts. The aspect of academic discourse that created the greatest controversy was the issue of specialized terms. To conclude the sequence, students read an excerpt from Mike Rose's "Lives on the Boundaries" and wrote an essay about "academic discourse" in response to the class discussions, their classmates' written reactions, and the published scholars' opinions. By exploring, articulating, and discussing their beliefs about academic writing, the students were actually practicing the composition of academic discourse. (Contains 11 references.) (RS)

ED 421 700 CS 216 402

Williams, Sean D.
Notes toward a Unified (Non)Theory of Composition and Literature.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; *English Instruction; Higher Education; *Intellectual Disciplines; *Literature; *Writing Instruction
IDENTIFIERS- *Composition Literature Relationship; *Theoretical Orientation

A separation between textual production and textual consumption is not a self-evident state of being for English studies. The gap in English studies has been constructed in large part along the lines of production of texts as opposed to the consumption of texts. Several articles published in the 1980s called for a unifying theory of composition and literature, but they were more successful at clarifying the reasons why the project failed. A look at two texts, Lynn Z. Bloom's "Freshman Composition as a Middle-Class Enterprise" and Daniel T. O'Hara's "Henry James's Version of Judgment," reveals that composition and literature already recognize that all acts of reading and writing synthesize text, writer, reader, and critic into a single process. What would truly accomplish the unification of composition and literature is for scholars to produce discourse like Bloom's and O'Hara's that does it without articulating it as the object. Unity is a practice not a theory. (Contains 11 references.) (RS)

ED 421 701 CS 216 403

Podis, JoAnne M.
Authority Issues in On-Line Instruction.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Mail; Higher Education; Online Systems;

tested with elementary, middle school, and high school students and has received enthusiastic responses from these age groups as they discover new levels of meaning in the stories while enjoying the humor and fantasy. The book represents a case study of metaphor and allegory and can be used by English teachers as an introduction on how to see beyond the literalism of a text. It can also be used to build vocabulary and to explore creative writing. (NKA)

ED 421 719 CS 216 437

Helmers, Marguerite
Gender/Authority, Teacher/Critic.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; English Instruction; Females; Feminism; *Feminist Criticism; Higher Education; *Sex Role; *Teacher Student Relationship; Undergraduate Students; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Theory; *Foucault (Michel); Poststructuralism

An educator recently contributed a statement concerning some of the difficulties in teaching critical theory to undergraduates, particularly works translated from the French poststructuralists, to the newly published collection "Foregrounding Ethical Awareness in Composition and English Studies." As a postscript, the educator would like to balance the discussion of Michel Foucault's ethics with a feminist perspective from which she hopes to draw attention to additional problems in the relation between teacher, student, and material. In writing pedagogy, the focus of the self's expressivist work is to authorize the writer as an agent. Writing constitutes a certain way of manifesting oneself to oneself and others. Women are engaged in living, learning, teaching, reading, and writing that takes place in their existence as daughters, mothers, sisters, teachers, and colleagues--mirroring the "others" in their own lives, bringing themselves into congruence with the gaze of the other. Donna Haraway and Carmen Luke urge women to distrust Foucault's removed asceticism, suggesting that the nature of existence, especially feminine existence, is plural and dialogically responsive to the world. Where Foucault prescribes a turning away from the world, Luke finds power in the everyday business of living. Haraway uses the cyborg as a metaphor for defining existence without difference. (Contains eight references.) (CR)

ED 421 720 CS 216 439

Hill, Bonnie Campbell; Ruptic, Cynthia; Norwick, Lisa
Classroom Based Assessment. Corner Pieces Series.
PUB DATE- 98
NOTE- 355p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

question are offered, with a focus on children's rights and the abolition of corporal punishment in Britain. The case for children's rights in isolation is not promoted, but rather within the context of the rights and the responsibilities of pupils, teachers, and parents. The discussion provides an historical perspective on physical chastisement in the home and at school, an analysis of the impact of the European Court of Human Rights on the abolition of physical punishment in Britain, and a review of alternative sanctions currently being explored. The debates surrounding corporal punishment in schools are considered, particularly the efforts to reintroduce the practice despite the Court's condemnation of the practice. The emphasis throughout is on the dignity and integrity of the person, based on the international dissemination of legal norms that can serve as a mechanism of social control. But with the greater valuing of children, it is suggested that teachers must also be appreciated and should be supported by an effective school-governance system. Curriculums, too, must be revamped so that offerings will engage pupils' interests and strengths. (RJM)

ED 421 738 EA 029 122

McGinnis, James
The School as a Peacemaking Community: 10 Key Ingredients.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Peace; *Prevention; Program Descriptions; *Prosocial Behavior; School Security; *Violence
IDENTIFIERS- *Peace Education

This report describes the Pledge of Nonviolence, a peace-educated program designed for all levels of schooling. The seven components of the Pledge expand the value of respect for others to focus on the understanding of, tolerance for, and cooperation with those who are different. The Pledge also acknowledges the need to respect the whole of creation, encouraging the attitudes and skills necessary for appreciating, protecting, and enhancing the earth. The Pledge helps students understand the culture of violence and stresses the urgency of action against violence and injustice in communities. The seven components of the Pledge are the following: respect self and others, communicate better, listen carefully, forgive, respect nature, play creatively, and be courageous. Three additional goals are appended to the Pledge: proclaim visually the commitment to being a peacemaking community through drawings and symbols, celebrate peacemaking through holidays and special events, and involve parents in all peacemaking activities. The Pledge of Nonviolence offers schools a vision, a strategy, and the concrete skills and values for becoming a peacemaking community. A copy of the Pledge is included. (RJM)

ED 421 739 EA 029 125

Duffy, Francis; Blick, Charles
Designing High Performing Learning Communities.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Educational Administration; *Educational Change; Elementary Secondary Education; Instructional Leadership; *Leadership Qualities; Models; *Superintendents
IDENTIFIERS- Interpretivism; *Second Order Effects

The superintendent, as a district-level influence, may have significant effect on second-order school change, yet there is little research on the behaviors of the superintendent in the context of second-order change. The purpose of this research was to study the transformational behaviors of a school district superintendent and the effects of those behaviors on selected principals and teachers. The findings of this qualitative case study operationalized transformational leadership in the behaviors of a superintendent leading a mid-sized public school district in North Carolina in the process of second-order change. Superintendent behavior categories clustered among three domains: (a) Articulating Professional Values and Beliefs; (b) Developing Problem Solving Skills; and (c) Developing a Collaborative Culture. Principal and teacher behavioral and affective outcomes related to these superintendent behaviors included changed administrative and teaching practices and improved student learning opportunities. Behavioral changes indicate the adoption of new norms. Transformational leadership, a relatively recent leadership construct, may have significant implications for school district leadership. Findings were generalized to Bass and Avolio's research on transformational leadership and Louis's development of district/school relationships. (Contains 68 references.) (Author)

ED 421 759 EA 029 149

Riley, Kathryn; Docking, Jim; Rowles, David
Local Education Authorities in England: Making a Difference through Their Leadership.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Control; Decentralization; *Educational Administration; Educational Change; *Elementary Secondary Education; Leadership; Longitudinal Studies; School Community Relationship; *School Organization
IDENTIFIERS- *Local Education Authorities (United Kingdom)

The paper draws on findings from three case studies on the changing role of Local Education Authorities (LEAs) in England and explores the degree of LEA effectiveness, their contribution to school improvement, and the nature of their leadership. The context for the study is one in which, over the years, the powers and responsibilities of LEAs have been reduced and decision making has been dispersed. Results indicate that those LEAs that were most effective sprang from a well-defined professional partnership with schools and clear political partnerships. The partnership with schools was based on professional mutuality and was expressed through a climate of professional challenge and inquiry. Good morale was also seen as important, and it was found that effective education leadership by the LEA can effectively raise morale. The findings suggest that there are substantial differences in the teachers as substitutes; 26.5 percent indicated their districts transfer incompetent teachers to another school. About 56 percent stated that 90 teachers resigned or took early retirement. Only 14 districts reported they provided inducements for resignation or early retirement. Dismissing incompetent teachers is both an instructional and legal responsibility for administrators. Foreseeability is a critical liability dimension. (Contains 14 references.) (MLH)

ED 421 778   EA 029 185

Miller-Whitehead, Marie
The Influence of Informal Power Structures on School Board-Teacher Union Contract Negotiations.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; Change Strategies; *Collective Bargaining; *Cooperation; Elementary Secondary Education; *Negotiation Agreements; *Problems; *Unions
IDENTIFIERS- *Adversary Method; *Federal Mediation and Conciliation Service

A study examined behaviors of participants trained in a nonadversarial model of contract negotiation, focusing on possible influences of formal and informal power structures, written and unwritten rules, and firmly entrenched adversarial behavior on the bargaining process. Participants were representatives of a district's teacher union and board of education. Over time, as data from observations, focus groups, and interviews were analyzed, certain behavior patterns emerged. Although training had stressed the importance of nonadversarial seating arrangements, several team members reverted to a traditional "across-the-table" arrangement. Whereas collaborative training had emphasized full-team participation, team members relied on chief negotiators to do most of the talking. Participants also complained about the length of time required to use specific bargaining steps learned in training. Although the collaborative model broke down in several areas, participants did adhere to predetermined stop and start times. Some participants resorted to score-keeping behaviors, suggesting that training time had been insufficient. Although old-style behaviors surfaced, all interviewees commented favorably on the new bargaining method. (Contains 36 references.) (MLH)

ED 421 779   EA 029 186

Paterson, Frances R. R.
The Christian Right and the Prophonics Movement.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Educational Policy; Elementary Education; *Phonics; *Policy Formation; *Political Influences; *Religious

unresolved policy issues in SERVE states. (MLH)

ED 421 798   EA 029 224

Duffy, Francis M.
Knowledge Work Supervision: Transforming School Systems into High Performing Learning Organizations.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Instructional Improvement; Models; *School Effectiveness; *School Organization; *Teacher Supervision
IDENTIFIERS- *Knowledge Work Supervision; *Learning Organizations; Paradigm Shifts

This article describes a new supervision model conceived to help a school system redesign its anatomy (structures), physiology (flow of information and webs of relationships), and psychology (beliefs and values). The new paradigm (Knowledge Work Supervision) was constructed by reviewing the practices of several interrelated areas: sociotechnical systems design, knowledge work, quality improvement, business-process reengineering, and organization development. The paradigm is powered by three key players: an organizationwide steering committee providing strategic leadership, school-based redesign management teams providing tactical leadership for the redesign initiative, and knowledge-work supervisors skilled in the organizational redesign process. There are four phases: preparing, redesigning for high performance, achieving performance and diffusion, and continually improving schooling. Each phase has several supervisory activities. Knowledge Work Supervision helps a school system develop redesign proposals tailored to its environment, work system, and social architecture, not to what faddists or government bureaucrats deem appropriate. The paradigm is complex, because school systems are complex. It offers a systematic way to examine this complexity to determine which variables affect organizational performance. (Contains 26 references.) (MLH)

ED 421 799   EA 029 225

Maslin-Ostrowski, Patricia
Case Stories of Principal Practice: A Collaborative Inquiry Approach to Professional Development.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Antonio, TX, March 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Elementary Secondary Education; *Management Development; *Personal Narratives; *Principals; Program Descriptions; *Story Telling; Work Environment
IDENTIFIERS- *Collaborative Inquiry; *Reflective Practice

This paper describes a professional development process for principals centered on collaborative inquiry and reflection around case stories--written and oral descriptions of real-life leadership situations. In small, collegial groups, principals disabilities, culture, communication, team dynamics, conflict management, and self care. This inventory addresses skill development in both of these areas through a framework that examines seven major landmarks in the interaction of service coordination and family support. The seven landmarks are: (1) first contact; (2) the multidisciplinary evaluation process; (3) developing the Individualized Family Service Plan (IFSP); (4) implementation and monitoring of the IFSP; (5) handling crisis and conflict; (6) review of the IFSP; and (7) transition. Each landmark section contains the major technical and personal skills that a service coordinator needs to support families during this activity. The inventory is intended to be a self assessment and guide to continued staff development. It is also designed to be used to guide local or regional training efforts for service coordinators. (CR)

ED 421 818 EC 306 576

An Invitation To Shape the Future: A Multi-Year Plan for Pennsylvania's Mental Retardation Service System.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Advocacy; Children; Community Programs; *Deinstitutionalization (of Disabled); Delivery Systems; *Mental Retardation; Organizational Change; Policy Formation; Program Improvement; *Resource Allocation; *State Programs; *State Regulation
IDENTIFIERS- *Pennsylvania

This paper presents a five-year plan for the improvement of Pennsylvania's system of services for people with mental retardation and their families. It was developed over an 18-month period by 70 people, including people with disabilities, family members, advocates, providers of service, legislative staff, and county and state government officials. Resulting recommendations include: (1) restructure the administration of the program to assure quality, efficiency, and positive individual/family outcomes and satisfaction; (2) shift priorities for resource allocation from facility-based programs to services that build on natural supports; (3) create mechanisms for individuals and families to control resources allocated to meet their need; (4) pursue regulatory reform to ensure that regulations support reform efforts; (5) unify funding and eliminate categoricals within the mental retardation system; (6) reinvest savings from system reorganization into community services; (7) provide services and supports in the community for 1,500 people who are currently living in public Intermediate Care Facilities for People with Mental Retardation (ICF's/MR) over five years; (8) transfer the state and federal funding for services for 2,100 people in private ICF's/MR into the community funding system by conversion to the 2176 Medicaid Waiver Program. (CR)

ED 421 819 EC 306 577

Miles, M.
Models of Rehabilitation and Evidence of Their Effectiveness: Production & Movements of Disability Knowledge, Skill & Design within the Cultures and Concepts of Southern Africa.
PUB DATE- 98
NOTE- 81p.; Keynote Address presented at the Workshop on Research-

Strategies" (Rick Parente and Douglas Herrmann). Part 2 addresses long-term memory and language impairment and includes the following chapters: "'Oh I Remember Now!': Facilitating Children's Long-Term Memory for Events" (Judith A. Hudson and Ronald B. Gillam); "Making It Hang Together: Children's Use of Mental Frameworks To Structure Narratives" (Rita C. Naremore); "Accessing Long-Term Memory: Metacognitive Strategies and Strategic Action in Adolescents" (M. Lorraine Wynn-Dancy and Ronald B. Gillam); "Functional Treatment Approaches to Memory Impairments Following Brain Injury" (Judith Hutchinson and Thomas P. Marquardt); and "Memory Impairments Underlying Language Difficulties in Dementia" (Tamiko Azuma and Kathryn A. Bayles). An epilogue, "Putting Memory To Work in Language Intervention: Implications for Practitioners" (Ronald B. Gillam), is also included. (Each chapter contains references.) (CR)

ED 421 836 EC 306 597

Gray, David E.
Autism and the Family: Problems, Prospects, and Coping with the Disorder.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; Beliefs; Children; Clinical Diagnosis; *Coping; Drug Therapy; *Etiology; *Family Life; Family Problems; Intervention; Long Range Planning; Outcomes of Treatment; *Parent Attitudes; Parent Teacher Cooperation; Referral; Siblings; Social Attitudes; *Social Bias; Stress Management; Symptoms (Individual Disorders)

Through parents' accounts, this book provides information about the experience of having an autistic child in the family. It examines the nature of autism, the problems it presents, and the various ways that parents cope with the disorder. Chapter 1 discusses the experiences of families with autistic members and the sequence in which they were encountered. Chapter 2 describes the onset of symptoms, parents' reactions to them, and the medical referral and diagnostic process. Chapter 3 discusses life with a child with autism from the parents' and siblings' viewpoints. Chapter 4 describes the stresses that parents encounter and their attempts to cope with them. The problem of stigma is addressed in Chapter 5. Its nature, its place in the context of other research on chronic illness, and an evaluation of the unique qualities of autism as a stigmatizing disorder are discussed. Chapter 6 examines parents' beliefs concerning causes and the meanings they construct in conceptualizing the illness. Chapter 7 examines relationships between parents and staff at an autistic treatment center. Chapter 8 relates to future prospects and concerns and parents' hopes and expectations in this regard. Finally, Chapter 9 summarizes the findings of the book. (Contains 68 references.) (CR)

ED 421 837 EC 306 598

Arkansas School for the Deaf Student Handbook.
PUB DATE- 97

Reliability and Statistical Modeling of Program Impacts.
PUB DATE- 97
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance Patterns; Change Strategies; *Data Processing; Educational Change; *English (Second Language); Information Systems; Language Fluency; Language Proficiency; *Limited English Speaking; Mathematics Instruction; Measurement Techniques; Organizational Change; Program Development; Program Effectiveness; Reading Skills; Research Needs; School Districts; *Second Language Programs; *Statistical Analysis

In response to concern about the effectiveness of programs for English-as-a-Second-Language students in California's schools, the Santa Ana Unified School District, in which over 80 percent of students are limited-English-proficient (LEP) conducted a study of both the operations and effectiveness of the district's language development program, using data accumulated over several years. The findings, documented in this report, cover five broad areas: information system reliability; language development services for LEP students; development of English fluency; impacts on reading and mathematics achievement; and an analysis of school attendance data. The report concludes with 14 recommendations for action in three areas: improving language development program effectiveness; improving data systems operations; and further study. Appended materials detail the technical aspects of the study. Contains 35 references. (MSE)

ED 421 856 FL 025 349

Singleton, David
Lexical Processing and the "Language Module." CLCS Occasional Paper No. 53.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Foreign Countries; *Language Processing; Language Research; *Linguistic Theory; *Neurolinguistics; *Vocabulary Development

A major theoretical issue in the study of language processing and language acquisition is whether language development is independent of other aspects of cognitive development, encapsulated in a "language module." This issue is discussed as it relates to lexical processing. The paper begins with a historical contextualization of the modular view of the mind and a general discussion of language processing from a modular perspective. It then considers and critiques some arguments in favor of modularity based on neurolinguistic data, before examining the cases for and against the notion that the formal aspects of lexical processing are "informationally encapsulated." Finally, it discusses the relevance of the modularity concept to lexical processing. (MSE)

ED 421 857 FL 025 352

Bardovi-Harlig, Kathleen, Ed.; Hartford, Beverly, Ed.
Beyond Methods: Components of Second Language Teacher Education. The McGraw-Hill Second Language Professional Series. Directions in Second Language Learning and Teaching.

Michigan, New Jersey, New Mexico, New York, and Texas), in which 86 percent of the nation's limited-English-proficient (LEP) students reside. The report answers frequently-asked questions about bilingual education, and summarizes the laws and rules governing bilingual education in those states. An introductory section outlines how the states' policy "grades" were determined, presents data on the number of LEP students in each of the states, and addresses general questions about bilingual education. The summaries for the ten states follow, each noting an overall "grade" for state policy, the general guidelines provided by state law and regulations, parents' rights, specific bilingual education problems, and other comments arising from the evaluation. (MSE)

ED 421 877 FL 025 377

Zetlin, Andrea G.; MacLeod, Elaine; Michener, Darlene
Professional Development of Teachers of Language Minority Students through University-School Partnership.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; *College School Cooperation; *Collegiality; Educational Strategies; Elementary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; Institutional Cooperation; Interprofessional Relationship; *Language Minorities; Teaching Methods

This paper describes a project to implement a professional development program for teachers of language minority students in five urban elementary schools, in partnership with a university. The model involved: (1) providing a core group of volunteer primary grade teachers at each school with intensive training in an integrated reading/language arts approach; (2) maintaining regular contact among participating teachers throughout the school year as they worked toward implementing program elements in their classrooms; and (3) establishing collegial teams to serve as peer supports at each school site, allowing for sharing of expertise and resources. Year-end interviews with teachers revealed positive changes in collegiality, teaching practices, and professional growth. Additionally, changes in student behavior and learning were reported, including accelerated learning, gains in social skills, increased motivation for learning, and reduced need for retention or referral to special education. Naturally occurring problems that served as barriers to professional development are discussed. Contains 26 references. (Author/MSE)

ED 421 878 FL 025 378

Collier, Catherine
Creating Games for Emerging English Speakers: Language & Content Reinforcement Activities.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Dallas, TX, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

literacy reviews selected research, current policies, goals, models for program design, and curriculum approaches. Research informing both family and intergenerational literacy programs includes early research on literacy in school-age children and more recently, studies of literacy practices within social and political contexts. Legislative and policy initiatives and privately-sponsored programs have influenced and continue to affect family literacy work. Goals of family and intergenerational programs vary, including: improving school achievement; improving skills, attitudes, values, and behaviors surrounding reading; developing advocacy for schooling; and re-connecting generations in positive ways. Several basic program models are in use, each designed to address the characteristics of participants. Both heterogeneous and homogeneous groupings are used. Curricula and materials used are influenced largely by program goals. Promising trends in family and intergenerational literacy include collaboration between parents and schools to promote more effective programs, efforts to strengthen families and communities, planning and instruction beginning with inquiry into learners' lives, targeting of learner-defined needs, encouragement of intergenerational sharing of knowledge; and fostering of learning among communities among both learners and practitioners. (Contains 34 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 900 FL 801 248

Florez, MaryAnn Cunningham
Adult ESL Literacy Resources in the ERIC System.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; *Adult Education; Information Retrieval; *Information Services; Information Sources; *Information Systems; *Literacy Education; Online Searching; Reference Materials; Reference Services; *Search Strategies; World Wide Web
IDENTIFIERS- *ERIC; ERIC Clearinghouses; National Clearinghouse for ESL Literacy Education

The guide provides a quick reference to the database, services, and additional resources of the ERIC System that may be of use in adult English-as-a-Second-Language (ESL) literacy work. It first explains the role of the National Clearinghouse for ESL Literacy Education, then describes the ERIC database and the kinds of adult ESL literacy materials contained in it, outlines a strategy for planning a database search, lists common descriptors used in the database for adult ESL concepts, and lists points of access to the ERIC system, including electronic mail and World Wide Web addresses, print resources, services for obtaining print copies of materials, and ACCESS ERIC, the agency that coordinates the ERIC system's outreach, dissemination, and marketing functions and provides general reference and referral services. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 901 HE 031 421

Seidman, Robert

Zealand, Sri Lanka, United Kingdom, Cambodia, France, India, Japan, Malaysia, Philippines, Thailand, and Vietnam. Also appended is information about the NARIC network, a system to improve academic recognition of diplomas and study among European nations. (DB)

ED 421 919 HE 031 440

Reed, Jeannie, Ed.
Statistical Profile of Higher Education in West Virginia, 1997-98.
PUB DATE- 98
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; *College Faculty; *Degrees (Academic); *Educational Finance; *Higher Education; Private Colleges; Public Colleges; State Universities; Tables (Data); Teacher Salaries; Trend Analysis
IDENTIFIERS- *West Virginia

This report presents 65 data tables on enrollment, degrees conferred, faculty, and financing of West Virginia's 25 public and independent institutions of higher education as of fall 1997. The tables are grouped into four chapters and each chapter begins with relevant definitions. The chapters (with data examples in parentheses) are as follows: (1) enrollment (credit headcount enrollment, 1988-1997; credit headcount enrollment by level, gender, residence, and attendance status); (2) programs offered, degrees conferred, and completers of teacher certification programs (data separated for public and independent institutions; total degrees conferred by level, gender, control of institution, and academic area); (3) faculty and staff characteristics (academic rank of full-time instructional staff, highest degree held by full-time and part-time instructional faculty, and average nine-month salary of faculty by highest degree held); and (4) fiscal data, 1996-97 (public institution statements of current funds revenues, expenditures, and transfers; and regular student tuition and fees). (DB)

ED 421 920 HE 031 441

Statistical Abstract: Higher Education in Alabama, 1997-98. Data and Reference Information on Alabama's Institutions of Higher Education.
PUB DATE- 98
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Libraries; *College Faculty; *Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment; *Higher Education; Private Colleges; Public Colleges; State Universities; Tables (Data); Teacher Salaries; Tuition
IDENTIFIERS- *Alabama

This document presents 49 data tables and graphs for the 1997-98 academic year on enrollment, finance, tuition, salaries, degrees conferred, facilities, and libraries at the 63 public and private institutions of higher education in Alabama. Preceding the tables is a brief summary that provides data for each institution on fall headcount enrollment (graduate and undergraduate); tuition and fees (in-state and out-of-state and undergraduate and graduate); degrees awarded, 1996-97; and the University of Twente (the Netherlands); the University of Strathclyde (Scotland); Chambers University of Technology (Sweden); and the University of Joensuu (Finland). Each institution was visited twice for one- to two-week visits during late 1994 and in 1995 and 1996. Chapter 1 identifies the five common elements of successful institutional transformation: (1) a strengthened steering core; (2) an expanded developmental periphery; (3) a diversified funding base; (4) a stimulated academic heartland; and (5) an integrated entrepreneurial culture. These elements are then used as a basis for five institutional case studies which comprise the following five chapters. The final chapter places these organizing concepts into a larger framework of university transformation and suggests that the university-environment relationship is characterized by a deepening asymmetry between environmental demand and institutional capacity to respond, resulting in a need for an overall capacity to respond flexibly and selectively to change. (Contains approximately 150 references.) (DB)

ED 421 939 HE 031 477

Freedom and Responsibility: The Campus as Testing Ground. Plenary Session Addresses of the Annual Meeting of the American Council on Education (San Francisco, California, February 7-10, 1998).
PUB DATE- 98
NOTE- 66p.; Speeches in the Robert Atwell lecture series.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; Community Colleges; Disadvantaged Youth; Educational Objectives; Elementary Secondary Education; *Freedom; *Health Education; Higher Education; Poverty; *Responsibility; *Role of Education

The five speeches in this collection all address issues concerned with freedom and responsibility in American education, especially higher education. The first speech, "Freedom, Coercion, and Authority" is by Robert N. Bellah. Bellah argues that freedom must be balanced not only by responsibility but by authority, and urges universities not to abandon their traditional role of producing educated human beings not technicians. The second speech is "Balancing Freedom and Responsibility with the New Market Forces" by Paul A. Elsner. Elsner focuses on challenges and issues faced by the community college sector. Third, Howard Fuller in "Reforming K-12 Education in America," focuses on the unsolved educational problems of poor children, especially poor children of color in urban areas and the relationship of colleges to these areas. The fourth speech is "Higher Education for the 21st Century" by the Honorable Richard W. Riley, U.S. Secretary of Education, who addresses such issues as the role of higher education in strengthening elementary and secondary schools, the need to increase diversity in higher education institutions, and the need for well-trained K-12 teachers. The last paper is "Preparing Our Children for College" by the Honorable Donna Shalala, U.S. Secretary of Health and Human Services. Shalala reviews some Clinton administration accomplishments in education and health and urges greater involvement by higher education in such health issues as tobacco and alcohol abuse. (DB)

ED 421 940 HE 031 478

Vocabularies/Classifications (134)
DESCRIPTORS- Access to Information; Curriculum; *Educational Media; Educational Resources; Information Retrieval; *Nonprint Media; *Subject Index Terms; Thesauri
IDENTIFIERS- *National Information Center for Educational Media

This thesaurus, developed by the National Information Center for Educational Media (NICEM), represents an expansion of the NICEM subject headings list, which is designed to provide access to a database of bibliographical records of nonprint, educational media. A preface discusses the issues that led to a revamping of the subject headings, elucidates the process of expanding the subject headings into a thesaurus, and explains how the thesaurus will improve access to the database. The thesaurus contains 4,300 terms grouped into the following 24 curricular and 2 non-curricular categories (i.e., "top terms") that have hierarchical and connecting relationships: agriculture; business; communications; computers; consumer and homemaker economics; counseling and guidance; economics; education; geography; health and safety; information science; history; industrial and technical education; language arts; languages; literature and drama; mathematics; persons; physical education and recreation; place names; political science; psychology; religion and philosophy; science; social sciences; and visual and performing arts. The main part of the thesaurus consists of an alphabetical listing of preferred and cross-reference terms. A typical preferred term entry includes the term, scope note, "used for" term(s), narrower terms, broader terms, top term, related term(s), and date of input. The second part presents a hierarchical display under the top terms. (AEF)

ED 421 961 IR 018 932

Auyeung, Shuk-chun; Hausrath, Don
Information Competency Plan for the California Community Colleges. Final Report.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Cooperative Programs; *Curriculum Development; *Educational Objectives; *Educational Planning; *Information Literacy; Information Technology; Library Collections; Library Role; Staff Development; Teaching Models; Two Year Colleges; Workshops
IDENTIFIERS- *California Community Colleges; Competency Needs; Information Infrastructure; Technology Integration

In August, 1997, Gavilan College (Gilroy, California) was awarded a Fund for Instructional Improvement grant to review the current and projected roles of information competency instruction within California community colleges and to develop an information competency draft plan for system implementation, training, and evaluation. Five day-long workshops were held in which 139 participants from 67 California community colleges provided feedback. Recommendations were developed in the following areas: (1) staff development; (2) a collaborative environment, including new and continuing roles for libraries/librarians; (3) knowledge and technology infrastructure support, including the library collection--both print and electronic; (4) the challenge of developing courses and proposing changes in degree requirements, including geography, social studies, science, math); and (9) "It's All in the Stars: How the Constellations Got Their Names" (science, language arts). Each chapter includes an overview of the topic, objectives, descriptions of needed materials and equipment, detailed procedures, reading and writing activities, practice exercises, a bibliography, and suggestions for additional activities. (DLS)

ED 421 980   IR 018 954

CNN Newsroom Classroom Guides. August 1998.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Media; Educational Television; Elementary Secondary Education; Feature Stories; Headlines; News Media; News Reporting; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These Classroom Guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of August, provide program rundowns, suggestions for class activities and discussion, links to pertinent World Wide Web sites, and lists of related news terms. Topics include: meetings over weapons inspections in Iraq could either defuse or ignite another crisis, Iraq talks collapse, the fate of the West Bank is the latest roadblock in the Mideast peace process, Monica Lewinsky testifies before the grand jury today as the political drama continues, stock market recovers, (August 3-7); terrorist bombings claim lives in the U.S. embassies in Kenya and Tanzania, July 1998 was the hottest month on record, two boys are sentenced for a school shooting in Jonesboro, Arkansas, the Surveyor satellite sends more pictures of the Martian surface, new crew for Mir (August 10-14); a drop in oil prices causes economic problems around the world, "Real IRA" apologizes for bombing, world leaders react to American attacks (August 17-21); hurricane Bonnie gains strength, flood toll rises in China, torrential rains in Texas, President Clinton unveils a system to detect possible violent behavior in youth (August 24-28); and Russia situation update (August 31). (DLS)

ED 421 981   IR 018 955

Kahn, Jessica
Ideas and Strategies for the One-Computer Classroom.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Software Selection; Critical Thinking; Educational Technology; Elementary Secondary Education; Information Technology; Instructional Materials; Microcomputers
IDENTIFIERS- Computer Use

This publication is intended to provide teachers with ideas and strategies for using one computer in the classroom. The focus author, and Richard Rodriguez, journalist and author; names and affiliations of Convocation participants; and references and resources from the Convocation. Included separately is the "Summary of Input Received for the Public Forums on the California State Library's Convocation on Providing Public Library Service to California's 21st Century Population" dated November 4, 1997. (AEF)

ED 422 001 IR 057 117

Packard, Victoria Lynn
Training Government Document Student Assistants: An Ongoing Process.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Classification; *Government Publications; Library Collections; Library Materials; *Library Personnel; Library Technical Processes; Questionnaires; Student Attitudes; *Student Employment; Training
IDENTIFIERS- *Texas A and M University Kingsville

Texas A&M University-Kingsville library looks for students that will be able to work the full four years of their university stay. The Government Documents department has the additional task of finding students who both like and are precise in working with numbers, and instructing those students on how to read Superintendent of Documents (SuDoc) classification. This paper addresses the problem of efficiently and routinely training Government Document student assistants in libraries, and includes the different training tools that are utilized in the newly developed written training program. Highlights include a description of government documents; federal government departments (agencies); category class structure; congressional information; tools for locating documents; student assistant training checklist; the government documents student assistant spot check form; and the student assistant SuDoc multiple choice test. (AEF)

ED 422 002 IR 057 118

Five Year Plan for the Library Services and Technology Act in Arkansas. Fiscal Years 1998-2002.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Government Libraries; Information Policy; *Library Development; *Library Planning; Library Services; Mission Statements; Public Libraries; School Libraries; Special Libraries; *State Libraries; User Needs (Information)
IDENTIFIERS- *Arkansas

This document represents the five-year Arkansas State Plan for the operating in accordance with the Library Services and Technology Act in Arkansas (fiscal year 1998-2002). The following are covered: vision statement; a description of the

(Jean Indermaur and Pru Mitchell); "Hidden Treasures: Creative Interrogation of Your Library Database" (John Lee); "Providing Access to Fiction in School Libraries: A Time for Change" (Ashley Freeman); and "New Schools, New Libraries, New Challenges - Automating New School Libraries in Queensland" (Pat Brosnan, Fran Robinson and Bruce McDonald). Section five discusses alternatives to integrated library automation systems: "AGAMA: A Simple, Low-Cost Automation System for Small Libraries, or, a Fair Go For All" (Gail Dous and Mary West); and "The Code Catalogue: The Teaching and Learning Alternative to Automation" (Alan Ford). Cases studies of multimedia and other future possibilities are presented in the next section: "Automating Two Schools with BookMark" (Fiona Harper); "Imagine All the Possibilities" (Arthur Winzenried); "Managing with Microfusion: A Case Study" (Chris Skrzeczynski); and "Rolling Hills Meets Alice" (Glenys Williamson). The final section contains "School Library Automation: A Select Bibliography" (Ken Dillon). (DLS)

ED 422 022　　　　IR 057 147

Chaney, Bradford; Williams, Jeffrey
School Library Media Centers: 1993-94. Statistical Analysis Report, August 1998.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change; Comparative Analysis; Elementary Secondary Education; Expenditures; Information Technology; Librarian Attitudes; Librarians; *Library Development; Library Equipment; Library Personnel; Library Role; Library Services; *Library Statistics; *Library Surveys; *Media Specialists; *School Libraries; Tables (Data)
IDENTIFIERS- Schools and Staffing Survey (NCES)

This statistical analysis report from the National Center for Education Statistics examines the current state of school libraries in the United States and how they have changed. The primary source of data in this report is the 1993-94 Library Survey, the first federally sponsored survey of library media centers and head librarians in elementary and secondary schools. The data taken from the 1993-94 Schools and Staffing Survey (SASS) are compared with historical data from previous surveys. Results, in tables and charts, are divided into two sections. The first section gives a background on school library media centers and results are presented in terms of growth in school library media centers, library media center staffing, expenditures, collections and resource evaluation, technology and equipment, and scheduling and transactions. The second section focuses on school head librarians, and provides results in current status, background and experience, training, collaborative activities, perception and attitude toward work, compensation, and number of FTE positions. Appendices include detailed tables, and technical notes focusing on survey content, target populations and estimates, sample design and implementation, data collection procedures, response rates, edit procedures, imputation, weighting, and definitions. (AEF)

ED 422 023　　　　IR 057 148

Balraj, Leela E.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperative Programs; *Disabilities; *Mentors; *Partnerships in Education; Program Development; Program Improvement; *Special Programs; Two Year Colleges
IDENTIFIERS- Coconino Community College AZ; Harrisburg Area Community College PA; Ocean County College NJ; State University of NY Agric Tech Coll Delhi

Staff from eight community colleges experimented with a team mentoring relationship to strengthen their programs for students with disabilities. This project explored ways in which disability support service (DSS) professionals could benefit from mentoring by their peers in other institutions. From a national applicant pool of 47 colleges, 4 were selected to participate in the project. In a separate competitive process, DSS professionals from four additional colleges became the project mentor team. Each mentor was paired with an individual college and its two-person team, consisting of a DSS practitioner and a college administrator. The mentors became "outside experts," neutral observers who could act as advisors. Information on implementation, contacts, challenges, and success factors is provided for each of the four participating colleges: Coconino Community College, Arizona; SUNY College of Technology at Delhi, New York; Harrisburg Area Community College, Pennsylvania; and Ocean County College, New Jersey. (AS)

ED 422 043 JC 980 366

Ottenritter, Nan; Barnett, Lynn
Bridges to Healthy Communities. AACC Project Brief.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; College Students; Community Colleges; *Disease Control; *Health Education; *Health Promotion; Partnerships in Education; *Prevention; *School Health Services; Two Year Colleges
IDENTIFIERS- Centers for Disease Control GA

The Bridges to Healthy Communities project assists community colleges in offering education and information services that help prevent HIV infection and other serious health problems in students. The five-year Bridges project emphasizes service learning as a community-building and intervention strategy for preventing HIV infection. This initiative features national data collection and dissemination, an information clearinghouse, advisory groups, a mentor team, and demonstration colleges. Key campus activities cover administrative and policy issues, alcohol/drug program expansion, co-curricular activities, curricular infusion, distance education, high school outreach, HIV/AIDS program expansion, peer education, service learning program expansion, and wellness program expansion. Contacts, mentors, and project highlights are provided for the 10 Bridges community colleges: College of DuPage, Illinois; Daytona Beach Community College, Florida; Holyoke Community College, Massachusetts; Kapi' olani Community College, Hawaii; Northern Virginia Community College, Virginia; Pitt Community College, North Carolina; Raritan

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Childhood Needs; Classroom Techniques; Early Childhood Education; Educational Philosophy; *Educational Principles; Educational Theories; Elementary Secondary Education; Federal Legislation; Legal Problems; *Organizations (Groups); Parent Education; *Periodicals; Preschool Education; Professional Associations; State Legislation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Montessori Schools

This publication of the International Montessori Society, issued eight times yearly, provides news and information to extend awareness and interest in the application of Montessori educational principles and to promote harmony in the Montessori community. Regular sections in each issue provide information on training opportunities, teaching practices, relevant government legislation, editorials, positions available, and membership benefits. Each issue also investigates a special area of Montessori education. (KB)

ED 422 063 PS 026 654

McCadden, Brian M.
It's Hard To Be Good: Moral Complexity, Construction, and Connection in a Kindergarten Classroom. Rethinking Childhood, Volume 8.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Hidden Curriculum; Kindergarten; *Moral Values; Primary Education; Social Values; Socialization; Teacher Student Relationship; *Values Education
IDENTIFIERS- Social Construction

The book explores how morality is constructed in school, with the aim of demystifying the process of constructing morality so that it may become a more overt, thoughtful, and purposeful aspect of schooling. The book's chapters are: (1) "Moral Journeys"; (2) "Engaging Moral Complexity"; (3) "Setting the Stage: Green End Elementary"; (4) "Constructing Outside: Conflict and Resistance"; (5) "Constructing Outside: Relational Morality"; (6) "Making Connections"; and an appendix "Centers: Putting It All Together." (Contains 71 references.) (EV)

ED 422 064 PS 026 660

Bowen, Jean; Hawkins, Marianne; King, Carol
Square Pegs: Building Success in School and Life through MI.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Elementary Education; Individual Differences; *Individual Needs; Individualized Instruction; *Learning Strategies; *Multiple Intelligences; *Student Empowerment; Student Improvement; Student Needs

Based on the theory of multiple intelligences, this guide is designed for teachers as they assist students through a progression from understanding multiple intelligences and their own intelligence strengths to developing strategies to set clear educational goals, discover their passions, and develop self-advocacy. The guide's units, each of which may contain of statistical data are included.) (JPB)

ED 422 083 PS 026 728

Stout, James W.; White, Lisa C.; Alexander, Tammy
Oregon School-Based Health Centers: A Follow-Up Report.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Oregon State Dept. of Human Resources, Portland. Health Div.
PUB DATE- 96
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Child Health; Emotional Problems; *Health Promotion; *High School Students; High Schools; *School Health Services; Sex Differences; Sexuality; Student Attitudes; *Student Behavior
IDENTIFIERS- *Oregon; Risk Taking Behavior

A follow-up study evaluated the impact of School-Based Health Centers (SBHC) on health behaviors (including emotional and reproductive health and substance abuse), school attendance and academic performance, and health service use. The study compared these behaviors between 1990 and 1992 in several Oregon high schools with and without SBHCs. Findings indicated that health risk behaviors are already prevalent in ninth grade, implying that primary prevention needs to be initiated at a younger age. Significant gender differences were found in mental health indicators, with females reporting consistently worse emotional health. These clinics serve students with the greatest need, and those students seeking mental health or reproductive health services have worse self-esteem, higher levels of distress and more suicidal thoughts and attempts than their counterparts who seek these services at outside providers. The survey revealed high levels of satisfaction with the SBHC service, and that almost half of students have used the service. In one of the three sites studied, the SBHC was associated with global improvements in health behaviors, including decreases in substance use and sexual activity and improvements in reproductive health attitudes and behaviors. (A copy of the Adolescent Health Survey instrument and charts of the resulting statistics are appended.) (JPB)

ED 422 084 PS 026 734

Metzger, James
KIDS COUNT on Families: A Special Report on the State of Our Families.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Child Welfare; Children; Demography; Early Parenthood; *Family Financial Resources; *Family (Sociological Unit); Fathers; Health Services; Incidence; One Parent Family; *Poverty; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Trend Analysis; Welfare Services; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; *Arkansas; Welfare Reform

This KIDS COUNT special report focuses on the state of Arkansas' for the measurement of value added on vocational courses is not presently feasible. The General Certificate of Secondary Education is the best predictor of GNVQ attainment. Colleges should not, however, be discouraged from using local value-added measurements, provided those measurements are based on a sound statistical methodology. (15 references) (MN)

ED 421 627 CE 076 864

Bloom, Dan; Andes, Mary; Nicholson, Claudia
Jobs First. Early Implementation of Connecticut's Welfare Reform Initiative.
SPONS. AGENCY- American Council on Education, Washington, DC. Commission on International Education.; Department of Health and Human Services, Washington, DC.; Ford Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Economically Disadvantaged; *Employment Services; Federal Legislation; *Policy Formation; Program Effectiveness; Program Evaluation; Program Implementation; Public Policy; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Connecticut; *Welfare Reform

This report describes the first 2 years of Connecticut's Jobs First program operation. Chapter 1 describes the following: the policy context; the program's three main features--time limit, earned income disregard, and mandatory "work first" employment services; the evaluation and implementation analysis; and the research sites and target population. Chapter 2 discusses specific challenges that have faced Connecticut Department of Social Services during the first 2 years of Jobs First implementation. It describes the general context, highlighting several issues that have created a challenging environment for implementation; it also addresses specific challenges that arise from the nature of program policies, such as explaining the new policies, reorienting employment services, changing the message: the role of eligibility staff, and developing a pre-time limit review process. Chapter 3 discusses how Jobs First operated in the research sites during the pre-time limit period. It describes the analysis limits, focuses on how the first three challenges identified in chapter 2 have been addressed in the research sites, and looks at these issues from the perspectives of program participants. Chapter 4 examines the early implementation of the Jobs First time limit policy and presents preliminary information on the process that occurs as recipients approach and then reach the time limit. Appendixes include one table and two figures illustrating findings. (YLB)

ED 421 628 CE 076 868

Animal Management Technician. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

student participants cite benefits of electronic teaching. The widespread worldwide availability and demand for electronic courses and degrees and the importance of recognized educational credentials will propel the establishment of international standards. (YLB)

ED 421 645 CE 076 897

Broeker, Arlene M.
Performance Based Assessment and Instructional Activities in Communication Arts for Marketing Education. Application Activities for Communications in Marketing, Employment and Advancement, and Selling.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Communication; *Communication Skills; *Competency Based Education; *Distributive Education; High Schools; *Integrated Curriculum; Learning Activities; Lesson Plans; *Marketing; *Performance Based Assessment; State Curriculum Guides; State Standards; Statewide Planning; Teaching Guides
IDENTIFIERS- Missouri

This document contains performance-based assessment and instructional activities for Missouri high school teachers to use in teaching the communications arts needed by marketing education students. The activities included were developed to reflect Missouri's new Show-Me Standards, which are knowledge (content) and performance (process) standards designed to provide students with a solid foundation of knowledge in the basic academic skills areas. Each activity includes some or all of the following: marketing education competencies addressed; Show-Me Standard(s) addressed; objective; steps entailed in performing the suggested activity; instructional option(s); reference(s); approximate time; assessment activity and suggested scoring guide; and student information handout(s). Of the 17 learning activities included, 11 pertain to communications in marketing (facilitating communication among employees, management, and customers; interpreting marketing information; training employees; using oral communications in marketing; and using written communications in marketing), 1 deals with identifying a marketing occupational objective, and 5 deal with selling (conducting sales presentations, identifying various types of selling, and utilizing specialized selling techniques). (MN)

ED 421 646 CE 076 898

Forrest, Melanie D.
Tennis Shoe Town. Marketing & Cooperative Education Database Application Unit. Database Applications for Marketing Operations and Selling Units.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 134p.
LANGUAGE- English

and workplace skills. The curriculum contains three units of instruction that are devoted to the following: concrete equipment; water pumps and air compressors; and alternators, generators, and welding equipment. Each unit contains some or all of the following: suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, transparency masters, and worksheet masters. All of the unit components focus on measurable and observable learning outcomes. The activities included deal with routine maintenance and specific repairs of the following pieces of equipment: concrete mixers; concrete-compacting and concrete-finishing equipment; centrifugal, rotary, reciprocating, and diaphragm pumps; rotating and reciprocating compressors; generators, bridge rectifiers; and welders. Also included is a student edition of the curriculum that contains the objective, information, assignment, and job sheets for all three units of instruction. (MN)

ED 421 662 CE 076 952

Black, Stephen
Teamwork, Discourses and Literacy. A Case Study of Workers' Resistance to the Introduction of New Workplace Practices. Research Report No. 4.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Building Operation; Case Studies; Construction Industry; *Education Work Relationship; Educational Needs; *Educational Practices; Employee Attitudes; Employment Practices; Foreign Countries; *Literacy Education; Numeracy; Organizational Change; Sociocultural Patterns; *Teamwork; Work Environment; *Workplace Literacy
IDENTIFIERS- *Australia (New South Wales); Situated Learning

The role of workplace literacy and numeracy education in the introduction of new workplace practices was examined in a case study of a local council in New South Wales, Australia. Two researchers worked over a 6-week period to interview the manager, 2 team leaders, and 15 team members involved in the introduction of competitive maintenance and construction teams. The interviews focused on the following: the literacy and numeracy practices involved in working in new competitive construction and maintenance teams, workers' responses to competitive teams, and the education and training implications of competitive teams for the council's construction and maintenance workers. Team members' literacy and numeracy skills were generally low; however, low literacy and numeracy skills were not likely to affect their job performance as maintenance/construction workers. The team members generally resisted the new teams and tended to view the teams and discourse of "a new work order" as devices to get them to work harder rather than to simply work "smarter." The manager and supervisors were acting in what they considered workers' best interests by making workers more competitive; however, by imposing changes "from above," they in fact increased some workers' private resistance. (Contains 104 references.) (MN)

ED 421 663 CG 028 429

Frydenberg, Erica; Lewis, Ramon
Coping with Family Concerns in Adolescence: Does Family Status or

ED 421 681 CG 028 644

McDougal, James; Hiralall, Andrea S.
Bridging Research into Practice to Intervene with Young Aggressive Students in the Public School Setting: Evaluation of the Behavior Consultation Team (BCT) Project.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; At Risk Persons; Behavior Disorders; *Behavior Modification; Behavior Problems; *Consultation Programs; Developmental Disabilities; *Early Childhood Education; *Educational Therapy; Intervention; Preschool Children; Preschool Education; Primary Education; Problem Children; *Public Schools

In response to concerns about the increasing number of students identified as disabled and eligible for special education services, and the growing number of young, aggressive, noncompliant, and very challenging students entering pre-kindergarten and elementary schools, a task force recommended the creation of a Behavior Consultation Team (BCT) project. The behavioral consultation model includes stages of problem identification, problem analysis, plan implementation, and plan evaluation. Goals of the project were to increase teachers' ability to effectively manage, accommodate, and remediate behavioral difficulties in the classroom, and to document and evaluate a consultative process that is feasible in the public school setting. Six specific research questions are addressed. Children with seriously challenging behaviors (aggression, noncompliance, etc.) in grades pre-K to 3, were recruited (N=16). Assessment included functional analysis and functional assessment, and identification of environmental conditions that influence a given behavior. An intervention plan was designed and implemented. Three evaluation areas (acceptability, integrity, and efficacy of the BCT) were defined for the project. Data were collected at all stages of the project and at the end of the year as follow-up. Quantitative and qualitative results are presented. Closing discussion highlights the differences between successful and unsuccessful case resolutions. (EMK)

ED 421 682 CG 028 645

Broadnax, Jannie; Wright, Doris J.; Martin, Rhonda
Parent and Peer Relationships among Black and White Teenage Drinkers and Non Drinkers.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Black Students; *Drinking; High School Seniors; High Schools; *Parent Child Relationship; *Racial Differences; *Rural Youth; Sex Differences; White Students

Researchers estimate that more than half of the nation's six million young drinkers have problems with alcohol. Of those

*Teacher Role; *Teacher Student Relationship; World Wide Web; *Writing Instruction; Writing Research
IDENTIFIERS- *Authority; *Dialogic Communication; Educational Issues

An informal study examined the sources of professors' authority and whether the authority dynamic between professor and student changes in an electronic setting. Five on-line writing instructors (who use Internet Email or the World Wide Web) completed a questionnaire. Results indicated that (1) professors tended, at least initially, to replicate their classroom style when they instructed on-line; (2) as the volume of email between and among students and instructor increases, so does the informality of the exchanges; (3) the use of "emoticons" and acronyms contribute to the informality of email; (4) students tend to interpret on-line criticisms of their work more harshly than remarks made orally or on paper; (5) on-line instruction may enable students and professors to become better acquainted because of the opportunity for more, not less, communication; (6) the quality of students and instructors' communication may be higher in the on-line setting; and (7) the overtly dialogic aspect of on-line instruction causes professors to respond in readerly, rather than teacherly, ways. Areas of further inquiry include how the discipline being taught may influence the professor/student authority dynamic; whether classroom teaching style or years of teaching experience affect on-line instructional strategies; and what the students think about authority and other issues in on-line instruction. (Contains 11 references.) (RS)

ED 421 702   CS 216 404

Davis, Geneva Idell
Bookwise and Culture Smart.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; *Childrens Literature; *Cultural Differences; Cultural Pluralism; Ethnic Bias; Interviews; Kindergarten; *Kindergarten Children; Multicultural Education; Primary Education; Sex Differences; *Sex Role; Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *Multicultural Literature

A study examined whether multicultural literature used within the classroom increases respect for differences among kindergarten children. Subjects for the study were 12 students ranging in age from 5-6 years old from two classrooms. Ethnic breakdown of the subjects was four Black students (two boys, two girls), four Hispanic students (two boys, two girls), two Asian students (one boy, one girl), and two Caucasian students (one boy, one girl). The book "Amazing Grace" was read to the experimental group. Discussions were lively. Results indicated that gender stereotypes seemed to be somewhat of a problem, but obvious ethnic biases were not found. Findings suggest that longitudinal studies should be conducted to determine if multicultural literature is an effective tool in the fight to increase respect for differences. Since several books in the classroom collection may promote gender stereotypes, a criteria for book selection needs to be developed and implemented within the classroom, district, and state. More work in the area of decreasing gender bias needs to be developed. (Contains a 7-item bibliography. Interview questions for students and response sheet, as well as a graph breaking down students, are

DESCRIPTORS- Beginning Reading; *Classroom Techniques; Elementary Education; *Emergent Literacy; *Evaluation Methods; Reading Achievement; Spelling; *Student Evaluation; Writing Achievement
IDENTIFIERS- Alternative Assessment; Authentic Assessment; Spelling Growth

Designed to provide practical information for all elementary teachers, whether they are just getting started, getting comfortable, or fine-tuning their assessment program, this book examines manageable and practical ways to collect information about young learners. It presents the voices of many elementary teachers at various grade levels discussing how they weave assessment into their daily routines. The book also presents numerous assessment forms. Chapters in the book are: (1) Framing the Puzzle; (2) Getting the Whole Picture; (3) Organizing Assessment; (4) Observing Students; (5) Observing Spelling Growth; (6) Observing Emergent Writers; (7) Observing Writing Growth; (8) Observing Emergent Readers; (9) Observing Reading Growth; (10) Assessment in Content Areas; (11) Developmental Continuums; and (12) Putting the Pieces Together. Contains 162 references; an appendix contains 135 forms. (RS)

ED 421 721 CS 216 449

Eastman, Laura A.
A Research Journal: Affecting Students' Writing Attitudes through Journal Writing.
PUB DATE- 97
NOTE- 145p.; M.Ed. Thesis, Carroll College.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- English Instruction; Intermediate Grades; *Journal Writing; Junior High Schools; Middle Schools; *Student Attitudes; *Student Journals; *Student Research; Urban Education; *Writing Attitudes; Writing Research
IDENTIFIERS- Middle School Students; Vygotsky (Lev S)

This paper reports on a narrative study which explores how the use of journals in an urban middle school English classroom (121 students) affected students' attitudes towards writing during the 1996-97 school year. Written in journal format, the paper explores the history of writing, teaching writing, and journals, and connects Vygotsky's theory of the social construction of knowledge to writing suggesting that journals provide students with both academic and affective benefits. A review of the literature citing writing experts corroborates the author's research data (student journals, teacher observations, and student survey results) establishing that journals provide students with opportunities to write, allow personal connections with curriculum and teachers, document life experiences, and contribute towards increased fluency and improved attitudes towards writing. (Contains 69 references. Appendixes contain a journal guidelines handout; selected journal books; time line of journal entry dates and topics; an attitudes survey; and a student permission form.) (Author/PA)

ED 421 722 CS 216 450

Vanneman, Alan
Long-Term Trends in Student Writing Performance.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information

Antonio, TX, March 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Instructional Design; *Organizational Climate; Program Descriptions; *Systems Approach
IDENTIFIERS- Knowledge Work Supervision; *Learning Communities

This paper describes a new and innovative approach to school improvement called Knowledge Work Supervision (KWS). KWS draws on individual and team-based knowledge work; uses school-community strategic planning methods; encourages participative work redesign; and redesigns knowledge work, social architecture, and environmental relationships. KWS offers a systemic way to examine and simultaneously improve three sets of critical variables affecting the overall performance of school districts: work processes, social architecture, and environmental relations. The principles of organizational design--the bureaucratic organization and the democratic self-managing organization--and the effects of each of these principles on a school system are outlined. The nature of knowledge work in school systems--how it is nonlinear and primarily manifested in classroom teaching--is described. The text stresses the importance of team-based knowledge work and how such an approach can improve entire school systems. It also emphasizes the uniqueness of each district and presents two ways in which to align a school system with the needs and expectations of its environment. Two tables and three figures further explain design principles and KWS. (Contains 35 references.) (RJM)

ED 421 740   EA 029 126

Morgan, Gareth
Imaginization: New Mindsets for Seeing, Organizing, and Managing.
PUB DATE- 97
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Administrative Change; Administrator Guides; *Change Strategies; Educational Administration; Experiential Learning; Management Systems; *Models; *Organizational Theories; *Teamwork
IDENTIFIERS- Imaginization

"Imaginization" is a type of organizational thinking designed to help managers cope with a turbulent world. A full discussion of this process is presented here. The text shows how managers can develop capacities of imaginization, but the overall purpose of the book is to help administrators develop their creative abilities. Its 13 chapters illustrate how readers can reimagine themselves and develop an approach to the management of change. Managers who follow this process can create and manage decentralized organizations that can evolve and self-organize in an open yet controlled way. The dilemmas and difficulties in steering organizational change are discussed, as are illustrations on how new images can be used to clarify and consolidate organizations. Ways managers can identify apparent effectiveness of LEAs, but the successful LEAs have a substantial impact on schools in their locality. (RJM)

ED 421 760 EA 029 150

Lubienski, Chris
Market Challenges to Public Education in the U.S. Michigan's Charter Schools & Enclosures of the Common Good.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Democracy; *Educational Economics; Elementary Secondary Education; Free Enterprise System; Metaphors; *Privatization; *Public Education; Public Education; *School Choice
IDENTIFIERS- *Michigan

This paper draws on the metaphor of the enclosure, a forceful reconfiguration of shared space that occurred in early modern Europe, as a model for describing the current drive for privatization of education. It examines the metaphors embedded in current school transformations and contrasts the conception of democracy held by current advocates of education markets with those of the common-school reformers who founded mass education. The study compares the values embedded in the rhetoric of leading proponents of choice and charter schools in Michigan with the values of the most prominent advocates of the common-school reforms of the last century. It is hoped that such a contrast will illuminate competing conceptions of democracy, the role of education in sustaining such conceptions, and the current efforts to redefine traditional conceptions of the "public" aspect of education in the current debate regarding the spheres of "public" and "private" resources. The paper also attempts to make sense of the incongruence between these two discourses in a democratic society. (Contains 118 references.) (RJM)

ED 421 761 EA 029 153

ECS Information Clearinghouse. State Issues Report, 1996-97.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Environment; *Educational Legislation; Elementary Secondary Education; *Laws; Politics of Education; Preschool Education; *School Law; *State Legislation
IDENTIFIERS- *State Issues

To help stakeholders stay abreast of educational legislation, information which directly affects pre-K through 12 education is presented. The information is in the form of raw data and addresses the following topics: accountability, accreditation, administration, alternative education, assessment/testing, at-risk youth, attendance, bilingual education, career education, charter schools, child abuse, choice, collective bargaining, community involvement, curriculum, deregulation, desegregation, discipline, dress codes, driver's licenses, early childhood education, extended day, finance, gifted and talented students,

Factors; *State Legislation; Textbook Content
IDENTIFIERS- *Christian Right; Republican Party
This paper examines the positive relationship that exists between Christian Right influence in state Republican parties and the introduction of phonics bills. Prior to 1990, phonics language appeared in the statutes of only three states: Arizona, New Mexico, and Ohio. Since 1990, 101 bills encouraging or requiring the use of phonics as a teaching methodology have been introduced in state legislatures. From 1990 through 1994, the mean number of phonics bills was 3.2 bills yearly. From 1995 through 1997, the mean number of phonics bills was 28.3 yearly. More recent bills are likely to have highly detailed language; 28 bills have been enacted. Although phonics advocates include individuals holding a wide spectrum of religious and/or political views, phonics bills are more likely to be introduced by Republican legislators or in states where the Christian Right has substantial or dominant influence in the state's Republican Party. States that experienced challenges to Harcourt's whole-language reading series "Impressions" are more likely to have had phonics bills. Included are 19 explanatory footnotes. (Author/MLH)

ED 421 780 EA 029 187

Reed, Patricia; Salazar, Marcia
The Influence of Auxiliary Staff in Elementary School Settings.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Attitudes; Case Studies; Elementary Education; *Food Service; Professional Personnel; *School Culture; *School Secretaries; Tables (Data)
IDENTIFIERS- *Classified Staff; *Custodians; Ohio
A case study explored the nature and extent of auxiliary staff's influence on the everyday life of three Ohio elementary schools. An ancillary purpose was to identify factors accounting for these influences and discover the extent that auxiliary staff (secretaries, custodians, and cafeteria workers) perceive themselves and are perceived by professional staff members as influencing elementary school culture. In phase one, a revised version of the Organization Control Questionnaire/Graph (Tannenbaum and Wook, 1979) was administered to 2 principals, 49 teachers, and 12 auxiliary staff from 3 elementary schools, and a control sample of professional and classified staff. The second phase featured interviews with one cafeteria worker, custodian, secretary, and principal from each school (n=3) and seven teachers. Results suggest that auxiliary staff's influence on school culture is both technical and symbolic and is exerted overtly (through persuasion and manipulation of the physical or social environment) and tacitly (through dependency, location, time, and position in the social structure). However, these dual influences do not seem widely recognized by either auxiliary or professional staff. Auxiliary staff see their role as symbolic; teachers see it as technical. Only principals appear to recognize auxiliary staff's dual influence on school culture. Voices of auxiliary staff must be heard. Contains 6 tables and 36 references. (MLH)

are invited to write, tell, and listen to each other's case stories about dilemmas in the workplace. In contrast to the case study, in which participants learn vicariously through other people's cases, the case-story model invites principals to learn by telling their own personal experiences as practitioners. The story form is a dominant sense-making tool, helping to bridge the gap between action and thought. The basic model requires at least 3 hours and involves 5 steps: (1) freewriting, a warmup exercise on writing about and discussing hot topics in small groups; (2) writing case stories; (3) telling, listening to, and discussing case stories; (4) reflecting as a small-group; and (5) reflecting as a whole-group. The process encourages introspection, fosters collaboration and collegiality, and facilitates group sense-making. Risks include writing difficulties for many, development of polished "war stories," and the danger of "group think." However, possibilities for "real talk" can potentially support underlying and deeper unity among people. (Contains 11 references.) (MLH)

ED 421 800 EA 029 229

Kirby, Peggy C.; Meza, James, Jr.
University-District-School Collaboration for School Restructuring.
PUB DATE- 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); Central Office Administrators; Elementary Secondary Education; *Governance; Higher Education; *Principals; Program Implementation; *Role; *School Restructuring; State Action
IDENTIFIERS- *Accelerated Schools; Louisiana; *Peer Coaching

Under conditions of restructuring, the most noticeable changes in roles and relationships occur at the school site. The purpose of this paper is to examine the changing roles and relationships of schools, central offices, and university facilitators as 11 schools in Louisiana implement the nationally recognized Accelerated Schools process. The process involved a coaching model that allowed training by those most familiar with a school's history and would eventually permit districts to launch additional accelerated schools. The paper begins by reviewing the Accelerated Schools philosophy and process, then details the history of the Louisiana Satellite Center (including the original direct-service-training model) and describes roles and responsibilities under the coaching model. Written evaluations and questionnaire data from 19 participating coaches were supportive, but suggested several areas for improvement: selection of coaches, negotiation of time commitments, and use of expertise and authority to secure commitment. Coaching needs to be viewed more as a privilege than an extra chore. Coaches reported conflicts in trying to balance competing roles and problems in scheduling training sessions. Commitment to the change process appears to be directly influenced by level of support from those in authority and by perceptions concerning the coach's expertise. (Contains 20 references.) (MLH)

ED 421 801 EA 029 230

Informed Disability and Rehabilitation Planning for Southern Africa (Harare, Zimbabwe, June 29-July 2, 1998).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; African History; Children; *Community Programs; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; Delivery Systems; *Disabilities; Educational Trends; *Family Involvement; Family Programs; Foreign Countries; Models; Program Improvement; *Rehabilitation Programs; Research Needs; *Sociocultural Patterns

IDENTIFIERS- *Africa (South)

This address begins with a study of self-help by a Mozambican in the 1590s and then imagines a period between the years 2050 to 2150, during which women caring for people with disabilities abolish the need for specialist educational, medical and social services, by multiplying and democratizing the necessary knowledge, skills and design to make them universally available. The paper urges that the cultural and conceptual bases of professional training, originating in Europe, be replaced by local culture and concepts rooted in regional experiences and disability histories. Various models of service provision and evidence of their effectiveness are outlined, including family self-help, traditional healers and teachers, modern centers, and activities described as "Community Based Rehabilitation." It is argued that the worldwide occurrence of causal integration of children with disabilities in ordinary schools has been ignored in policy formulation, suggesting that research evidence does not necessarily affect national policy if it contradicts popular beliefs. The address ends with an appeal for African cultural contributions to research. Appended resource materials include a bibliography of 932 materials from Angola, Botswana, D.R. Congo, Malawi, Mozambique, Namibia, Tanzania, Zambia, and Zimbabwe, concerning social, educational, developmental, and medical responses to disabilities. (CR)

ED 421 820 EC 306 578

Grobecker, Betsey

The Evolution of Proportional Structures in Children with and without Learning Differences.

PUB DATE- 98

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Ability; *Computation; Elementary Education; Intelligence Differences; *Learning Disabilities; *Problem Solving; *Ratios (Mathematics); *Word Problems (Mathematics)

IDENTIFIERS- Woodcock Johnson Tests of Achievement Revised

In this study, children (ages 7-12) of average intelligence who had learning disabilities (LD) (n=29) and typical children (n=30) were individually tested in a task that investigated the development of proportional structures of thought. In addition, mathematical knowledge was assessed on the Woodcock-Johnson Tests of Achievement-Revised (WJTA-R). In this cross-sectional design, students in both groups coordinated increasingly more

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavior Problems; *Deafness; *Discipline Policy; Dress Codes; Due Process; Educational Policy; Elementary Secondary Education; Federal Legislation; Prevention; Residential Schools; *School Policy; *Student Behavior; *Student Rights; Violence
IDENTIFIERS- Individuals with Disabilities Education Act

This handbook is designed for students who attend the Arkansas School for the Deaf. It explains the rules of the school and some of the possible consequences for infractions. A Violence Prevention and Control Plan outlines the rules of conduct in three major categories: Level 1, Level 2, and Level 3. Information is also provided on sexual harassment, parking and driving regulations, bus transportation, dress code, attendance policy, make-up work policy, due process procedures, semester test exemption programs, school interim and progress reports, check-in policy, check-out policy, visitors policy, lockers, off campus events, hall passes, office rules for students, honor roll, search and seizure policy, textbooks, telephones, counseling, health services, and nondiscrimination policy. A list of relevant definitions is provided. Also included is an explanation of disciplinary provisions covered under the Individuals with Disabilities Education Act. The rule for suspension of 10 days or less, the rule for exceeding 10 days of suspension or expulsion, and the rule for 45-day suspension for carrying weapons are explained. (CR)

ED 421 838 EC 306 599

Smith, Diane
The Right to Technology under the Law of Special Education: Advocacy Tips, Special Education Basics, and Assistive Technology Specifics.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Assistive Devices (for Disabled); *Disabilities; Due Process; *Educational Legislation; Educational Technology; Elementary Secondary Education; *Eligibility; Federal Legislation; *Student Rights
IDENTIFIERS- *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This paper describes provisions under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 that require public school systems to purchase assistive technology for students who require it to benefit from special education. It explains eligibility under IDEA and how parents can write their child's principal and request an evaluation for eligibility under IDEA. The definition of assistive technology devices and services under IDEA is provided, along with information on the requirement that the district must provide assistive technology devices and services to the student if they are required for the student to achieve a free and appropriate public education. IDEA provisions that require students to be educated in the least restrictive environment possible, and how assistive technology allows a student to participate in a less restrictive setting

PUB DATE- 97
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- English (Second Language); French; Grammar; Higher Education; Language Acquisition; Language Research; *Language Teachers; *Language Tests; *Linguistic Theory; Phonology; Pragmatics; Psycholinguistics; Reading Instruction; Reading Research; *Second Language Instruction; Second Language Learning; Sociolinguistics; Spanish; Student Evaluation; Syntax; Teacher Education; Testing; Writing Instruction

This collection of essays gives an overview of the different disciplines that inform language teaching and language teacher education. They include the following titles: "The Case for Psycholinguistics" (Bill VanPatten); "The Place of Second Language Acquisition Theory in Language Teacher Preparation" (Kathleen Bardovi-Harlig); "Why Syntactic Theory?" (Maria-Luise Beck); "Phonology in Language Teaching: Essentials of Theory and Practice" (Martha C. Pennington); "Sociolinguistics in Language Teacher Preparation Programs" (Beverly S. Hartford); "The Role of Pragmatics in Language Teacher Education" (Gabriele Kasper); "A World Language Perspective: English, French, and Spanish" (Kimberley Brown); "Non-Native Reading Research and Theory" (James F. Lee); "The Writing Course" (William Grabe, Robert B. Kaplan); and "Assessment and Second Language Teaching" (Harry L. Gradman, Daniel J. Reed). (MSE)

ED 421 858 FL 025 356

Many Voices: A Journal of New Settlers and Multicultural Education Issues. Volumes 6-12.
PUB DATE- 96
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiotape Recordings; Community Schools; Creative Writing; *Cultural Pluralism; Curriculum Design; Educational Needs; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Foreign Countries; *Foreign Students; Geography; Heritage Education; Higher Education; *Immigrants; Independent Study; Introductory Courses; *Land Settlement; Language Maintenance; Language Research; *Limited English Speaking; Listening Comprehension; Multicultural Education; Native Language Instruction; Pacific Islanders; Program Descriptions; Refugees; Samoan; Second Language Instruction; Special Education; Speech Acts; Teacher Education; Testing; Uncommonly Taught Languages; Vocational Education; Voc China; New Zealand; Pacific Islands; Vietnam; World English
IDENTIFIERS- China; New Zealand; Pacific Islands; Vietnam; World English

The seven issues of this New Zealand journal contain brief articles on a variety of immigrant and multicultural education issues. Topics include: the role of English language instruction in creating opportunities; Pacific Islander university students; lecture listening and note-taking techniques; the language of geography examinations; audiotape libraries; supporting native language use in child care centers; implications of world English for English language teaching; teaching English as a Foreign Language (TEFL) in Vietnam; a home tutor conference; bilingual tutors and refugees; ESL funding; special education; meeting ESL students' needs within the school system; teaching English to absolute

(141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Game Theory; *Games; *Language Skills; Role Playing; Second Language Instruction; Simulation; Skill Development

IDENTIFIERS- *Card Games; *Content Area Teaching

This paper discusses the use of games, role playing, and simulation to teach English-as-a-Second-Language (ESL) learners, particularly to reinforce new knowledge or expand emerging knowledge and skills. An introductory section looks at game theory and the ways in which it can inform the construction of classroom activities. Distinctions are made between games, role-playing, and simulation, their purposes, and the way in which they can influence individual learner behavior and classroom interaction. A set of card games designed to supplement content lessons at any grade level are then presented. The three basic games use a set of specially prepared language development card decks designed for bilingual and ESL instruction, and each deck is intended to reinforce or help assess specific language learning concepts or content. Instructions for preparing the card decks are given, and classroom uses of the games for teaching and assessment are discussed briefly. The three games are then described in detail, including card deck composition, learner grouping, the object of the game, dealing procedures, and game strategy. Sample cards are appended. (MSE)

ED 421 879 FL 025 379

Taylor, Lorraine Mills

The Arizona Elementary Foreign Language Mandate: Instructional, Curricular, and Assessment Outcomes in the Mesa Schools.

PUB DATE- 97

NOTE- 171p.; Master's Thesis, Arizona State University.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Design; Educational Policy; *Elementary Education; *FLES; Program Effectiveness; Program Evaluation; *Public Policy; Public Schools; Second Language Instruction; *Second Language Programs; State Standards

IDENTIFIERS- *Arizona; Mesa Public Schools AZ

A study investigated the instructional and curricular changes made in seven Mesa (Arizona) public elementary schools as a result of a 1989 state mandate for second language instruction at the elementary school level. In the schools under study, Spanish second language instruction is integrated into the core curriculum. The study examined instructional and curricular changes, identified current Spanish resources and materials in use by the schools, presented results of a 1995 assessment at the third grade level, and informed teachers and administrators of the importance of foreign language program continuation in the district. Data were derived from personal interviews and questionnaires administered to teachers, principals, media specialists, a state official, and two employees of the district who directed Spanish instruction. Results indicate that although teachers felt Spanish instruction was an important part of the curriculum, they themselves needed more training in Spanish. Half the teachers preferred a foreign language specialist to teach Spanish; 57 percent of principals preferred a trained specialist and 43 percent chose school-wide staff training. Training in practical teaching techniques were

Re-engineering Four Years of College into Three: The Makings of a Competency-Based Three Year Bachelor's Degree.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 103p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); Bachelors Degrees; *Business Administration Education; *Competency Based Education; *Curriculum Development; Educational Finance; Higher Education; Integrated Curriculum; Integrated Learning Systems; Interdisciplinary Approach; *Outcome Based Education; Paying for College; *Performance Based Assessment; Relevance (Education); Student Costs; Team Teaching; Work Study Programs

As part of an effort to reduce the costs of attending college, in 1996 New Hampshire College began developing a three-year bachelor's degree program in Business Administration with the goal of reengineering the existing four-year, eight-semester program into a competency- and outcomes-based, team-taught, cohort-based, interdisciplinary, and integrated academic program. The development team surveyed faculty in an attempt to reduce redundancy between courses, with the resulting program utilizing a modular design and intact student workgroup structure. Thirteen competencies, which measured outcomes, were also developed. Student academic experiences are reinforced by practical experience as employees and entrepreneurs. Yearly themes, such as "Student as Leader and Manager" or "Humanities and the Individual," are used to create additional cohesion to the academic experience. Due to the program's unique structure, students do not receive academic credit for a module until they meet the requisite competency levels. The appendices, which constitute more than half the document, include a definition of terms; a list of the 13 competencies; first-year modules and program themes; a computer technology module; the traditional Business Administration program; a comparison with competing educational paradigms; an annotated bibliography; survey data and analysis forms; a year-one competency reinforcement plan and course equivalent underlay; and a printout from the program's website. (MAB)

ED 421 902 HE 031 422

Gonzalez, Kenneth P.
Student as Cultural Worker: A Dialectical Framework.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 15, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biculturalism; *College Students; *Cultural Awareness; Cultural Influences; Cultural Interrelationships; Cultural Pluralism; *Culture Conflict; Higher Education; *Mexican Americans; *Minority Group Influences; Minority Groups; Sociocultural Patterns

This paper describes the construction of an alternative framework number of full-time instructional faculty. Tables are grouped under the following areas (sample selection of tables is in parentheses): (1) current enrollment (all public institutions, all private institutions, student origins, and by level and gender); (2) finances and expenditures; (3) tuition and fees (graduate and undergraduate, at public four-year and two-year institutions); (4) average faculty salaries (five-year summary, state averages, and by gender and rank); (5) completions and degrees conferred (completions by public and private institutions; completions by level and gender); (6) facilities (gross square footage by category; physical plant by age); (7) Network of Alabama Academic Libraries (library expenditures; information resources). (DB)

ED 421 921 HE 031 442

Immerwahr, John
The Price of Admission: The Growing Importance of Higher Education. A National Survey of Americans' Views.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Educational Demand; Educational Supply; *Higher Education; Interviews; *National Surveys; *Paying for College; *Public Opinion; Public Policy; Student Responsibility

This report presents findings of a telephone survey of 700 Americans nationwide concerning their attitudes about the importance of a higher education. Closed-ended interviews with all respondents were supplemented by in-depth follow-up interviews with some of the respondents; responses from this survey were compared to those from a similar survey conducted in 1993. Five major findings emerged: (1) Americans believe that higher education is more important than it ever has been, both as a key to a middle-class lifestyle and as a resource for the local economy; (2) Americans believe that no qualified and motivated student should be denied an opportunity to attend college because of the cost; (3) while many Americans are still concerned about access to higher education, concerns about students being shut out of college have decreased significantly since 1993; (4) the public believes that what a student gets out of a higher education is what he/she puts into it; and (5) the public opposes policy proposals that limit access to higher education or raise the amount families have to pay, but has not come to a consensus on how society should pay for access. Each of these findings is discussed and the survey results are detailed. (DB)

ED 421 922 HE 031 443

University of Alaska Statewide Community Survey. A Survey of the Higher Education Priorities and Needs of Alaska Households.
SPONS. AGENCY- Alaska Univ. System, Fairbanks.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Educational Demand; Educational Supply; *Higher Education; *Needs Assessment; *Public Opinion; Questionnaires; School Community Relationship;

Educating for Global Competence. America's Passport to the Future.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Federal Government; Federal Programs; Futures (of Society); *Global Approach; Government Role; *Government School Relationship; Higher Education; International Education; Local Government; *Partnerships in Education; *School Business Relationship; *School Community Relationship; State Government

This document advocates for a partnership of higher education with government and business to support the development of a globally competent citizenry. An executive summary summarizes the roles of each member of this partnership: (1) the federal government, which should support existing effective programs, leverage state and private resources, and ensure that necessary international expertise is available; (2) state and local governments, which should provide incentives and reward colleges and universities that add an international dimension to their curricula; (3) the business community, which should encourage the hiring and development of internationally competent staff and cooperate with colleges and universities; and (4) colleges and universities, which should actively seek partnerships with business and government to develop new forms of education appropriate to a global economy. Chapter 1 offers a broad look at the global context and global trends. Chapter 2 addresses the role of higher education in human resource development. Chapter 3 offers an agenda for stakeholders and includes lists of key federal programs and existing partnerships between corporate, higher education, and governmental sectors which promote international competence. (Contains 12 references.) (DB)

ED 421 941 HE 031 479

Official Cohort Default Rate Guide, FY 1996.
PUB DATE- 98
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Due Process; *Federal Aid; Government School Relationship; Higher Education; *Loan Default; Loan Repayment; Records (Forms); Statistical Data; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program

This publication is intended to accompany the official cohort default rate notification letters sent to postsecondary schools each year and to be used by the schools in preparing materials used for appeals. The guide covers the Federal Family Education Loan Program and/or William D. Ford Direct Loan Program cohort rates and does not contain individual school cohort default rates or guaranty agency or lender cohort default rates. The report explains how the Department of Education calculates and reports fiscal year official cohort default rates; the effects these rates have on schools; schools' eligibility to request a rate adjustment; and schools' appeal rights. Following an introduction, a section provides general information on cohort default rates, sanctions, and the loan record detail report. Another section is on appeals. A subsection for schools offers

California statutory law and administrative regulations; and (5) instructional models. The report includes a timeline for implementation of recommendations. Appendices contain information competency standards and resolutions; the information competency component for instruction in California Community Colleges; information competency plan project meetings; workshop participants; and information competency sample models. (AEF)

ED 421 962 IR 018 933

Albertson, Tim; Selwood, Stuart
Rows, Isles or Peninsulas? An Analysis of Computer Laboratory Layouts in Schools.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Design; *Computer Centers; Demography; Elementary Secondary Education; Foreign Countries; Laboratories; School Surveys; Socioeconomic Influences; Tables (Data)
IDENTIFIERS- Computer Use; New Zealand; Socioeconomic Factors

This study investigated computer laboratories in New Zealand schools. A questionnaire was used to obtain information in four areas: (1) demographic data, including the name of the school, class levels, governing authority, gender composition, roll size, staffing, and socio-economic ranking; (2) qualitative and quantitative data about the school's computer laboratories; (3) similar data about external computer laboratories; and (4) number and types of computers owned by the school. This report discusses results related to the date of establishment of a school's first computer laboratory, computer laboratory layout, reasons for choosing layouts, uses of computer laboratories, and time usage of laboratories. A chart presents student-centered, teacher-centered, and management-centered reasons for selection of the layout. (AEF)

ED 421 963 IR 018 934

Tornabene, Ladona
The SMART Classroom Verses the Traditional Classroom: What the Student's Are Saying.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; Conventional Instruction; Educational Equipment; *Educational Media; Educational Technology; Feedback; Health Education; Higher Education; Instructional Design; Instructional Development; Overhead Projectors; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Smart Classrooms

A key element in implementing a health education program is effective delivery of that program. This paper deals with obtaining student feedback regarding utilization of instructional equipment and other instructional media effectively. The SMART classroom (equipped with a Power Macintosh, several software applications, Internet access, video data projector, visual presenter, VCR, and laser disc player--all connected via a mechanical video switcher) and the is on elementary school classes, but some activities can be used with older students. Recurring themes are: scaffolding learning, "crap" detection or critical thinking, and knowledge organizing. Chapter 1: "Classroom Management" addresses issues related to handling classroom management decisions, using a computer for record keeping, choosing hardware and software, and dealing with technical issues; Chapter 2: "Ideas for Using Integrated Packages" describes word processing, database, and spreadsheet activities possible with only one computer; Chapter 3: "Knowledge Organizers" covers software that helps teachers and students make sense of isolated information; and Chapter 4: "Teaching With One Computer in the Content Areas" examines software formats and packages for teaching specific content. Five appendixes provide: a sample keyboard diagram, a worksheet for creating a ClarisWorks database, basic information on useful software packages, contact information for software publishers and other resources, and contact information for national educational software distributors. (Includes index.) (DLS)

ED 421 982 IR 018 959

Technology Planning Case Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Microcomputers; Professional Development; Program Implementation; School Districts; School Libraries; State Programs; *Strategic Planning
IDENTIFIERS- South Dakota

This Technology & Innovations in Education (ITE) publication is a description of how a strategic technology planning process unfolded in four small, rural South Dakota school districts -- Britton, Isabel, Langford, and Sioux Valley. Goals 2000 grants were allocated for each district to develop a technology-based school improvement plan, including both school and community members on the planning teams. This publication includes the following five sections: (1) Introduction and Background -- Purpose and Parameters of the Technology Planning Grants, Overview of Planning Process, and Lessons Learned; (2) The Story of Each Site -- Demographics and Description; (3) Appendix A: Online Technology Planning Resources -- six URL's and brief descriptions of the services provided; (4) Appendix B: Examples of Planning Tools -- Learning Environments: What's Changing?, "You are here!," Important Expectations, and Surveys; and (5) Appendix C: Technology Plans -- plans for each district, as well as the Technology Assessment for Sioux Valley. (DLS)

ED 421 983 IR 018 961

Facing the Challenge of Technology Integration. A Portfolio of Processes. Facilitator's Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 90p.; This document includes two floppy disks of Power Point Sound Technology Integration (one for Windows and one for

types of libraries in Arkansas (public, school, post-secondary education, special, and State Library); an overview of users; the Arkansas State Library process and steering committee; a list and description of the 13 programmatic and administrative goals established by the State Library; evaluation plans and methods; timeline; opportunities for librarian and library user involvement; administration; and policies and procedures. (AEF)

ED 422 003 IR 057 119

Buddy, Juanita Warren
Perceptions of New Library Media Specialists about Orientation and Professional Support Programs.
PUB DATE- 98
NOTE- 89p.; Education Specialist in Library Media Technology, Georgia State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; Elementary Secondary Education; *Librarian Attitudes; *Librarians; Library Statistics; *Library Surveys; *Media Specialists; *Orientation; Professional Personnel; Questionnaires; School Libraries; *Staff Development; Training

The purpose of this study was to evaluate the perceptions of new library media specialists about the usefulness of orientation and professional support programs occurring within the first two years of employment. A 56-item questionnaire with rating scales and open-ended questions was designed to answer five research questions: (1) "What factors, related to personnel and time frame, were involved in the orientation program?" (2) "What topics/activities presented in the orientation program did new library media specialists perceive as useful?" (3) "Who provided professional support to new library media specialists?" "What were the frequencies of contact and quality of the support?" (4) "Which informational resources were helpful to new library media specialists in fulfilling their responsibilities?" and (5) "Who encouraged or invited new library media specialists to participate in professional development activities?" "How helpful were these activities to new library media specialists?" The questionnaire was sent to 48 pre-selected library media specialists with two or fewer years of experience. Eight schools systems in the Atlanta, Georgia metropolitan area were selected. Data from 38 usable questionnaires revealed 70.1% of the respondents participated in orientation programs lasting one to three days. Programs were generally conducted by the system-level media coordinator. Most topics/activities were rated useful by the participants. Two topics/activities related to monitoring and information literacy skills instructional units were ranked lowest as useful. Individuals in the school system frequently provided superior to satisfactory support to new library media specialists, when compared to specific groups of professionals outside of the school system. Outdated book collections and audiovisual equipment were major problems encountered by respondents. Most locally-developed informational resources, professional journals and magazines were rated helpful. Appendices include the cover letter and questionnaire, sample quotations representing initial problems new library specialists encountered, and comments or "words of wisdom." (AEF) several activities, are: (1) "Introducing the Concept of Multiple Intelligences"; (2) "Developing Personal Learning Strategies Using Multiple Intelligences"; (3) "Setting Goals"; (4) "Practice Positive Thinking"; (5) "Discovering a Passion"; and (6) "Developing Self-Advocacy." These teaching units are designed to be integrated into an existing academic curriculum. The concepts introduced by each unit are meant to be taught in the classroom and are cumulative, with each new concept building upon those preceding. As concepts are introduced, the ideas, behaviors, vocabulary, and language are designed to be incorporated into daily activities. Each unit consists of the following elements: (1) "Rationale," the topic and purpose of the unit and its evolution; (2) "Teaching the Activity," specific directions for teaching each activity; (3) "Guided Questionings," suggested dialogue for introducing each new concept; and (4) "Student Activity Sheets," reproducible work sheets. (Contains 14 references.) (EV)

ED 422 065 PS 026 661

Fleisher, Paul
Brain Food: Games That Make Kids Think.
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Games; *Educational Games; Elementary Education; Learning Activities; Logical Thinking; Mathematics Activities; Skill Development; *Thinking Skills
IDENTIFIERS- Word Games

This guide offers more than 100 games from around the world designed to help students explore the fun of learning while developing their higher-order thinking skills. The guide is a compilation of new and traditional games, most of which can be completed with paper and pencil. Each game is classroom tested and tailored to enhance the intelligences and thinking skills of students. Games are provided in the following categories: (1) "Spatial Orientation and Strategy Games"; (2) "Alignment Games"; (3) "Blocking Games"; (4) "Chase Games"; (5) "Capture Games"; (6) "Checkers Variations"; (7) "Chess Variations"; (8) "Maze Games"; (9) "Other Spatial Orientation and Strategy Games"; (10) "Mathematical Games"; (11) "Mathematical Operations"; (12) "Factors and Multiples"; (13) "Deductive Logic Games"; (14) "Word Games"; (15) "Spelling Games"; (16) "Anagrams"; (17) "Long Words"; (18) "Other Vocabulary Builders"; (19) "Puns and Other Word Play"; (20) "Dramatic Word Games"; (21) "Rhymes and Homonyms"; (22) "Miscellaneous Word Games"; (23) "Memory Games"; and (24) "Visual Arts Games." (Contains 24 references.) (EV)

ED 422 066 PS 026 662

Stoehr, Judy; Buckey, Susan
Getting Started: Projects for the Integrated Curriculum.
PUB DATE- 97
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

This KIDS COUNT special report focuses on the state of Arkansas' families, using state and national data to discuss demographic and economic changes facing families and the ways those changes affect children. The report discusses the increase in the number of children nationally and statewide growing up in homes without fathers, and notes that the single-parent family phenomenon cuts across all ages, races, and geographic areas. Births to unmarried mothers now comprise 32 percent of total births and 69 percent of black births; however, unwed motherhood is not limited to any age group. Many single-parent families have fewer resources than two-parent families. Families without fathers have been linked to child poverty, which is currently at its highest level in Arkansas in 20 years. Reasons for increasing poverty include declining real incomes, the loss or uncertainty of key safety net programs due to welfare reform, rising costs of basic services, and racial and regional differences in employment opportunities. The report concludes by noting that Arkansas families have changed in complex ways, and that many popular impressions regarding family structure, income, and welfare are not based in fact. The report maintains that understanding the difficult circumstances of single-parent families is necessary to develop solutions that can help to solve problems, rather than further harm families who are most at risk. (Contains 37 references.) (KB)

ED 422 085 PS 026 741

Ediger, Marlow
Caring and the Elementary Curriculum.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Theories; *Elementary Education; *Elementary School Curriculum; *Elementary School Students; Interpersonal Relationship; Moral Development; Moral Values; Peer Relationship; *Values Education
IDENTIFIERS- *Caring; Gardner (Howard); Kant (Immanuel); Maslow (Abraham); National Education Association

In light of the amount of violence reported in public media and increasing rudeness of public behavior, it is imperative that elementary school students learn to care for other human beings. This paper makes recommendations for developing an elementary school curriculum of caring. The paper recommends three categories of objectives--knowledge, skills, and attitudes--and a variety of learning opportunities to accommodate students' learning styles. Recommended teaching methods include videotapes, the Internet, collaborative and project methods, and individual study. The paper presents a history of the philosophy of caring, focusing on the categorical imperative of Kant as a central thesis for human morality. The paper identifies situations in which elementary school students may engage in caring behavior. It is argued that caring for others may not be emphasized in students when their basic needs are not met, and Maslow's hierarchy of needs is presented as a set of criteria to assist in understanding what people need and want. The paper describes role models as important in developing caring persons and suggests that educational personnel also need to develop a philosophy of putting people first. It is suggested that an intensive experience of caring for others may also have a profound effect on youth; examples include working with senior citizens or

End User Satisfaction: A User Study of the CD-ROM Databases at Kent State University.
PUB DATE- 94
NOTE- 44p.; Master's research paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Databases; Higher Education; Information Retrieval; Instructional Effectiveness; *Library Instruction; Library Surveys; *Optical Data Disks; Questionnaires; Search Strategies; Tables (Data); Training; Use Studies; *User Satisfaction (Information)
IDENTIFIERS- Kent State University OH

This study attempted to determine if the type of training that CD-ROM patrons received had an effect on the satisfaction level of their search results by use of the survey method. Kent State University students, faculty, and patrons who used CD-ROM databases for information retrieval were asked to complete a one page (front and back) questionnaire regarding their opinions on end user searching training methods and satisfaction levels. The two main methods of instruction, formal and informal, were measured for their effectiveness on the satisfaction levels of CD-ROM searching. The study found that, overall, formal training was not significantly related to users' satisfaction levels but it is still a vital part of CD-ROM instruction today. The questionnaire and cover letter are appended. (Author/DLS)

ED 422 024 IR 057 149

Allen, Barbara, Comp.; Coulter, Cynthia, Comp.; Myers, Judy, Comp.; Rose, Bob, Comp.; Corbly, David, Comp.; Loslo, Joan, Comp.; Rose, Bob, Comp.
Library Faculty Evaluation Handbook: University of Northern Iowa Rod Library.
PUB DATE- 97
NOTE- 55p.; Compiled in 1994 by the Ad Hoc Committee on Library Faculty Evaluation; revised in 1997.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Academic Rank (Professional); Employment Qualifications; Evaluation Criteria; *Evaluation Methods; *Faculty Evaluation; Faculty Handbooks; Higher Education; *Librarians; Personnel Policy; *Teacher Promotion; *Tenure
IDENTIFIERS- Faculty Status; University of Northern Iowa

This handbook describes the processes and procedures related to library faculty evaluation at the University of Northern Iowa (UNI). Seven sections cover: (1) overview of the evaluation process, including the role of library faculty, work schedule, purpose of evaluation, role of goals and objectives in evaluation, frequency of evaluation, schedule for application for tenure, and calendar for promotion and tenure; (2) terminal degree requirements for library faculty; (3) qualifications for appointment and promotion to professorial rank and tenure; (4) evaluation procedures, including evaluation of probationary faculty, merit evaluation, promotion and tenure procedures, the Professional Assessment Committee, the Administrative Peer

Valley Community College, New Jersey; San Antonio College, Texas; Santa Barbara City College, California; and Wisconsin Indianhead Technical College. Internet service information is provided for the CDC National AIDS Clearinghouse and other organizations funded by CDC. (AS)

ED 422 044 JC 980 367

Barnett, Lynn; Li, Yong
Disability Support Services in Community Colleges. AACC Research Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; *Disabilities; Educational Strategies; Program Descriptions; *Special Needs Students; Student Needs; Surveys; Two Year Colleges

To determine the extent to which community colleges provide services and programs for students with disabilities, the American Association of Community Colleges (AACC) conducted a national survey in 1995 of public and private community, technical, and junior colleges in the United States, U.S. territories, and Canada. Fall 1995 headcounts for both full- and part-time students were used as the basis of responses. Information provided by 672 campuses offered a view of the ways that community colleges were responding to the Americans with Disabilities Act. Analysis of that information, coupled with data from the 1992-93 National Postsecondary Student Aid Survey, resulted in the national and program profiles contained in this document. The AACC survey instrument covered nine categories of disabilities: visual impairment, deafness, orthopedic/mobility disabilities, speech/language disorders, learning disabilities, mental retardation, emotional/behavioral disorders, head injuries, and chronic illness. Information is provided regarding enrollment/graduation, student registration for disability support services, support services and accommodations, special features of various programs, uses of technology, outreach activities, tracking, and outcomes.(Contains 9 graphs and 15 references) (AS)

ED 422 045 JC 980 368

Phillippe, Kent
The Cost of Education: Community Colleges a Good Value. AACC Research Brief.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Educational Finance; Financial Support; Higher Education; Salaries; State Aid; Statistical Data; *Tuition; Two Year Colleges

Compared with other types of higher education institutions, community colleges charge less in tuition and fees while focusing more of their resources directly on the students.

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Animal Caretakers; *Animal Husbandry; Animals; Business Administration; Career Development; Communication Skills; Competency Based Education; Curriculum Development; Decision Making; Distributive Education; *Employment Potential; Entrepreneurship; Job Search Methods; *Job Skills; Leadership; Lifelong Learning; *Marketing; Mathematics Skills; Postsecondary Education; Problem Solving; Salesmanship; Science Process Skills; Secondary Education; Teaching Guides; Vocational Education

IDENTIFIERS- Ohio

This Occupational Competency Analysis Profile (OCAP) for animal management technician (AMT) is a competency list verified by expert workers that evolved from a job analysis. It identifies occupational, academic, and employability competencies needed to enter the occupation; lists and clusters them into broader units; and details the competency builders needed to perform each competency. Within the competency list are two levels of items. Core items essential for entry-level employment are required to be taught. Advancing items are needed to advance in the occupation. The OCAP for AMT has 12 units: general safety precautions, animal care industry, housing, breeding and reproduction, feeding, grooming, handling, aquarium management, health care, marketing and sales, merchandise handling, and business management. The OCAP for employability has 12 units: career development, decision making and problem solving, work ethic, job seeking skills, job retention and career advancement skills, technology in the workplace, lifelong learning, economic education, balancing work and family, citizenship in the workplace, leadership, and entrepreneurship. A section on the academic job profile discusses the purpose of job profiling, illustrates the AMT academic job profile, and defines levels of work keys. A total list of academic competencies follows for these units: communications, mathematics, and science skills. A list of academic competencies identified as most crucial to the success of an entry-level AMT is provided. (YLB)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Literacy; *Computer Oriented Programs; *Cooperative Education; Data Analysis; *Databases; *Distributive Education; High Schools; Information Utilization; Learning Activities; Lesson Plans; *Marketing; Retailing; Salesmanship; State Curriculum Guides; State Standards; Statewide Planning; Teaching Guides
IDENTIFIERS- Missouri

This curriculum guide is intended for Missouri teachers teaching a course in database applications for high school students enrolled in marketing and cooperative education. The curriculum presented includes learning activities in which students are taught to analyze database tables containing the types of data typically encountered by employees responsible for maintaining inventory records, customer data, salesperson data, purchase order information, and information about customer purchases. Each learning activity is presented in the form of a detailed lesson plan containing some or all of the following: learner outcome; competencies; Missouri Show-Me Standard(s) (knowledge and performance standards) addressed; objective; steps entailed in competing the learning activity; activity sheet; and answer key. The following topics are covered in the learning activities included: completing purchase order forms; completing invoices; completing inventory transactions; determining cumulative discounts for customers; defining discount terms; determining cash discounts for customers; analyzing customer invoice payments; completing inventory return transactions; determining return procedures for customers; determining reorder procedures; calculating stock turnover; determining defects and missing stock; determining seasonal discounts for customers; analyzing customer purchases; analyzing strategies to increase sales; developing a sales incentive program; and developing sales goals. (MN)

Gender Make a Difference?
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coping; Counseling; Early Adolescents; Family Life; *Family Status; Family Structure; Foreign Countries; Junior High Schools; *Parent Child Relationship; Sex Differences

Coping strategies utilized by adolescents in intact and separated families were studied. Students 11-14 years old in Year 7 (N=239) completed both the general and specific forms of the Adolescent Coping Scale (ACS), an instrument developed in Australia for determining what strategies young people use to manage their concerns. Students completed both forms of the questionnaire, and the ACS twice. The first time they responded regarding their concerns in general and the second time they indicated how they coped with separation of their parents or family issues in their intact families. With regard to adolescents' general coping responses, results indicate that family status per se is not an important factor; but when it comes to the specific concern with family issues, the nature of the concern needs to be taken into account. Children whose parents have separated modified their general coping patterns to deal with the separation of their parents. Gender differences in coping patterns are also reported. Consequently, those working with young people in an attempt to facilitate their coping may need to take account of both the nature of the concern and the gender of the client, rather than just the status of the family. (Author/EMK) young drinkers, some reside in rural communities and towns. Little is known about how teen drinking occurs among rural teens. A pilot study was undertaken to discover how teens in rural settings are involved with drinking. Subjects were high school seniors (N=95, ages 16-19) in a rural high school in the southeast. The study focused on teens' perceptions of their relationship with their parents and peers; various behaviors were related to that measure. Alcohol use was defined by dividing those who reported drinking alcohol from those who reported never drinking alcohol. Differences between Black and White, male and female, drinkers and non-drinkers were examined using multivariate analysis. The findings are reported for main effects and interactions, and discussion highlights questions for further research. This study suggests the need for continued research on the prevalence and incidence of teenage drinking in rural communities. (EMK)

attached.) (CR)

ED 421 703 CS 216 409

Karson, Jill, Ed.
Readings on "Of Mice and Men" (John Steinbeck). The Greenhaven Press Literary Companion to American Literature. Literary Companion Series.
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classics (Literature); Drama; Higher Education; *Literary Criticism; Literary Devices; Literature Appreciation; *Novels; Research Tools; Secondary Education; *Twentieth Century Literature; *United States Literature
IDENTIFIERS- *Of Mice and Men; *Steinbeck (John); Theme (Literary)

Intended as an accessible resource for students researching America's greatest literary figures, this collection of essays about John Steinbeck's "Of Mice and Men" contains a biography of the author and essays taken from a wide variety of sources. The essays are edited to accommodate the reading and comprehension level of young adults; each essay is introduced by a concise summation of the contributor's themes and insights. Additional features include an annotated table of contents, a chronology of the author's life and career as well as concurrent historical events, and primary and secondary bibliographies to facilitate research. The 19 essays and their authors are, as follows: "The Need for Commitment" (Louis Owens); "The Dream of Independence" (Joseph Fontenrose); "Control and Freedom" (Samuel I. Bellman); "A Study of Social Conflict" (B. Ramachandra Rao); "A Parable of the Curse of Cain" (William Goldhurst); "The War between Good and Evil" (Leo Gurko); "Misogyny in 'Of Mice and Men'" (Jean Emery); "Christian Symbolism in 'Of Mice and Men'" (Lee Dacus); "Patterns That Make Meaning" (Peter Lisca); "A Game of Cards as Central Symbol" (Michael W. Shurgot); "Ed Ricketts's Influence on Steinbeck's Fiction" (Richard Astro); "Lyricism in 'Of Mice and Men'" (R. Ganapathy); "A Mechanical Story with Subhuman Characters" (Mark Van Doren); "Gender in 'Of Mice and Men'" (Mark Spilka); "The Dream of a Male Utopia" (Leland S. Person, Jr.); "'Of Mice and Men' Lacks Genuine Tragedy" (Harry Thornton Moore); "The Play Accentuates the Consummate Art of Steinbeck" (Burton Rascoe); "The Use of Candy on the Stage" (Robert Cardullo); and "Steinbeck's Use of a Play Format Restricts the Development of the Story" (Howard Levant). (NKA)

Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; Grade 11; Grade 4; Grade 8; *Student Evaluation; Trend Analysis; *Writing Achievement; *Writing Evaluation; Writing Research
IDENTIFIERS- *Long Range Trends; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) continuously monitors the knowledge, skills, and performance of U.S. children and youth in a variety of academic subjects. The data collected are available in a series of major reports. The NAEP Facts series takes selected data from these reports and uses them to highlight specific issues of particular interest to teachers, researchers, policymakers, and other individuals with an interest in education. This concise report highlights long-term trends in student writing performance. The report's first section discusses results from the NAEP 1996 Long-Term Trend Writing Assessment. The results show a decline in scores for grade 11 students over the period 1984-1996, while scores for students in grades 4 and 8 remained unchanged. The second section discusses the analysis of long-term trend data. The third section deals with overall performance; while the fourth section addresses race/ethnicity and gender, showing that, as in the past, white students outperformed black and Hispanic students in writing in all three grades, and that, as in the past, female students outperformed male students for all three grades. The report points out that student writing performance remained largely unchanged from 1984 to 1996, except for the decline in scores noted for 11th grade students. It notes that recent research indicates that the use of computers in schools for instructional purposes may reduce student writing performance on paper-and-pencil writing assessments like this one. One figure and one table of data are included. (SR)

organizational pathologies are explored, along with how imagination can be used to reshape organizational change and how teamwork is infused with imaginization. Emphasis is also placed on using creativity to help organizations, on using capacities for imaginization to inform actions, on rethinking products and services, and on how imaginization can provide the tools needed to manage individual and organizational problems. Two appendices look at the theory behind the practice and the research behind imaginization. (Contains an index and approximately 200 references.) (RJM)

ED 421 741   EA 029 127

Glennan, Thomas K., Jr.
New American Schools after Six Years.
SPONS. AGENCY- New American Schools Development Corp.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Curriculum Design; Design; Educational Change; *Educational Innovation; Elementary Secondary Education; *Instructional Design; Program Evaluation; School Administration; *Systems Approach
IDENTIFIERS- *New American Schools

This book describes the evolution of New American Schools (NAS) and its strategy for reform during its first 6 years of operation. After a short introduction in chapter 1, chapter 2 outlines the potential contribution of school designs and design-based assistance to education reform, focusing on the nature of NAS designs, the character of design-based assistance, the assessment of progress and adjustment of implementation activities, resources and time to enable school transformation, and strategies for implementation. Chapter 3 presents the lessons learned during implementation and offers advice on matching teams with schools, on aggregating investment resources, and on promoting professional development. Chapter 4 details challenges for design teams seeking self-sufficiency, such as supporting design teams, setting prices for services and materials, building a staff, and assisting business planning. Chapter 5 discusses what schools can expect from whole-school designs. This chapter also contains an evaluation of NAS design implementation. Two appendices provide an overview of the evaluation of NAS and design team descriptions. (Contains 36 references.) (RJM) governance, grading practices, health, home schooling, incentives, instruction methods, interagency collaboration, kindergarten, leadership, magnet schools, mentoring, minority issues, nonpublic schools, parents, postsecondary education, privatization, religion, safety, scheduling, schools, school boards, school districts, secondary education, sexual harassment, site-based management, social issues, special education, standards, states, student aid, students, substance abuse, teacher certification, teacher compensation, teacher contracts, teacher education, teacher evaluation, teacher mentors, teacher recruitment, teacher shortages, teacher staff development, teacher staffing, teaching profession, technology, tenure, textbooks, tuition, urban schools, vocational education, vouchers, and workforce preparation. Each legislative initiative is synopsized and coded to reveal its status. (RJM)

ED 421 781 EA 029 188

Salvaterra, Mary E.; Adams, Don C.
Implementing Block Scheduling: A Concern-Based Model of Change.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; *Block Scheduling; *Change Strategies; High Schools; Interviews; *Leadership Responsibility; Models; Planning; *Principals; Program Implementation; School Culture; *Teacher Response

A study focused primarily on building-level leadership by observing how principals in 12 high schools (11 public and 1 Catholic) engaged in planning a structural change from a traditional schedule with 45-minute periods to the 90-minute periods of a block schedule. Using a concerns-based model of change, principals' behaviors and teachers' reactions are discussed, as teachers move through phases of the change model. Structured interviews were used to gather information from all 12 principals and 4 to 6 teachers in each restructuring school. Stages include awareness of the innovation, information gathering, personal concerns, management and control, consequences (evaluation of effects on student learning), collaboration with colleagues, and refocusing and acceptance. The change process is different for every teacher. Teachers highly committed to a change may move quickly to the refocusing stage, while reluctant teachers may languish a while in the personal or management stages. Effective implementation of change also depends on a principal's ability to foster conditions characteristic of healthy schools. Effective principals provide continuous communication of goals and ongoing feedback, identify teachers' needs and concerns in each phase, and target resources accordingly. Where leadership is shared between principals and teachers, effective change is more likely. (Contains 17 references.) (MLH)

Meza, James, Jr.; Kennedy, Eugene; Teddlie, Charles
A Statewide Evaluation of Accelerated Schools.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Acceleration (Education); Catholic Schools; *Discipline; Elementary Education; *Parent Participation; Program Effectiveness; Public Schools; Surveys
IDENTIFIERS- *Accelerated Schools; *Louisiana

This document summarizes findings of a statewide evaluation of 11 pilot and 19 coaching-model schools participating in a Louisiana accelerated schools program. This 1995-96 evaluation aimed to determine whether the project met its stated objectives related to numbers of participants and types of services provided; ascertain the project's effects on school discipline, parental involvement, and student achievement; and ascertain the status of second- and fourth-generation schools on accelerated schools process indicators (powerful learning, unity of purpose, values, empowerment/responsibility, building on strengths, taking stock, vision, inquiry process, governance, and philosophy). Data were collected from various sources: a survey to measure process indicators, a feedback information survey completed by schools, project-related documentation, and open-ended interviews with project staff. Results showed that the project met its participation and service-provision objectives. Results for parental involvement, school discipline, and student achievement show consistent improvement over the life of the project. At least 60 percent of schools showed positive gains over time on 2 standardized achievement tests (LEAP and CAT). The schools process survey showed that second- and fourth-generation schools were making progress on most indicators. Included are five tables. (MLH) complex relationships among the elements of the problems as a function of grade. However, significantly fewer children with LD had yet constructed the second-order logical structures necessary to act on problems using multiplicative and pre-proportional reasoning. No children in either group demonstrated formal proportional reasoning, although a small minority evidenced qualitative proportional reasoning. On the applied problems test of the WJTA-R, the students with LD performed significantly below same-aged peers, although they achieved approximately at grade level on this task. Performance differences between the two groups on computation approached significance. For both groups, the explicitly taught procedures to solve computation and word problems as measured on the WJTA-R failed to represent accurately the degree of operational logic in children's biologically based structures of logical-mathematical activity. (Contains 35 references.) (CR)

are also explained. The paper maintains that the district is responsible for the maintenance of assistive technology equipment, barring actual negligence or misuse by a parent, student, or others, and that if the student needs to use the equipment at home in order to benefit from his or her education, the district must provide it. Procedural safeguards under IDEA are also addressed. (Contains 30 references.) (CR)

ED 421 839 EC 306 601

Cardona, Cristina; Artiles, Alfredo J.
Adapting Classwide Instruction for Student Diversity in Math.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Minneapolis, MN, April 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Strategies; English (Second Language); Foreign Countries; Grade 1; *Heterogeneous Grouping; Hispanic Americans; Instructional Effectiveness; *Language Minorities; *Learning Disabilities; *Mathematics Instruction; Minority Group Children; *Peer Teaching; Primary Education; Spanish Speaking; Urban Schools
IDENTIFIERS- Latinos

This paper reports the findings of a study that assessed the effect of two classwide instructional grouping adaptation strategies on the math performance of English-language Latino learners in an urban public school in the Southwestern United States. An ABAB within-case design was implemented over a 12-week period to contrast the effectiveness of these adaptation strategies on the math performance of 19 low-, average-, and high-achieving first grade Latino students (ages 6-8). All instruction was conducted in Spanish, with the exception of 35 minutes in which students received English-as-a-Second-Language instruction. In Phase A, students worked independently in small heterogeneous groups of 4-5 high-, average-, and low-achieving students. In Phase B, peer tutoring was used following a teacher-led instruction. Dyads included students with different performance levels; students in each dyad alternated roles as tutors and tutees. Student math achievement was assessed for the whole group as well as for distinct performance level subgroups. The results indicated the students' math performance was significantly higher during the peer tutoring phases than when in heterogeneous small groups. (CR) beginners; problems of recent Chinese immigrants; speech act analysis and its role in first language/cultural maintenance; community language schools; team teaching in the polytechnic institutes; bridging cultural gaps; inservice teacher education; language learning at home; a training program for Pacific Islanders; language content and perspectives of national curriculum programs; Samoan resources for the New Zealand curriculum; developments in Pacific Islands education; answers to questions primary school teachers ask about assisting students from non-English-speaking backgrounds (NESB); a German language weekend school for native German-speakers; successful bilingual teaching techniques; the linguistic and educational background of Lao immigrant students; designing Samoan language programs for New Zealand students; finding instructional materials for NESB students; guidelines for training peer and adult volunteer tutors of NESB students; the cultural and educational background of NESB Asian students; Cook Islands Maori instructional materials; student attitudes about English for Speakers of Other Languages (ESOL) classes; language maintenance in the Korean community; and newly migrated Samoan students. Works of creative writing are included in some issues. (MSE) selected by teachers over training in theory of language learning. The 1995 third-grade assessment was found useful in holding teachers accountable for Spanish teaching. Contains 78 references. (MSE)

ED 421 880 FL 025 381

Gifford, Charlotte E.; Mullaney, Jeanne P.
From Rhetoric to Reality: Applying the Communication Standards to the Classroom.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Class Activities; Classroom Techniques; Cognitive Development; *Communication Skills; Communicative Competence (Languages); Educational Strategies; Elementary Secondary Education; Error Correction; Learning Theories; *National Standards; Second Language Instruction; Second Language Learning; Second Languages
IDENTIFIERS- *National Standards for Foreign Language Learning; Natural Approach (Languages)

A discussion of the "Standards for Foreign Language Learning" set by the language teaching profession in 1996 focuses on how the standards for communication skill are to be implemented in the second language classroom. Three different approaches designed to help learners reach the goals outlined in the standards document are presented: the Learning Pyramid, which illustrates the average retention rate for different teaching methods; J. Lee and B. VanPatten's input processing approach, based on the natural approach, which emphasizes the need for comprehensible input; and Lev Vygotsky's theory of cognitive development, particularly the Zone of Proximal Development. Sample class activities incorporating these approaches and using the topic of the family are described. They include several activities providing comprehensible input, several processing instruction exercises, experiences capitalizing on the social nature of humans while creating meaningful contexts for language practice, and activities featuring creative repetition. Suggestions are also offered on error correction and on the translation of the Standards' goals to an applicable set of tools for the classroom. Contains 16 references. (MSE)

for minority, specifically Chicano, student participation in predominantly Anglo colleges and universities. The framework described in this paper is based on a two-year, in-depth study investigating the experiences and actions of two first-generation college students who identify themselves as Chicano. Through interpretation of interviews, observations, and documents, an in-depth understanding of the nature of their experiences and actions on a predominately Anglo university in the Southwest United States was gained. The culmination of this understanding was captured in the construction of a grounded (Glaser & Strauss, 1967), conceptual framework. Development of the framework took place in three stages: first, the role of students as cultural workers was posited, highlighting the ways in which the students took active roles in fighting their marginalization. The next stage focused on the ways in which Chicano culture provided "cultural nourishment" for the students in their role as cultural workers. Finally, the framework suggests that students seek to provide synthesis between their own culture and the university culture in such a way that it creates cultural transformation and liberation. (Contains 17 references.) (Author/MAB)

*State Universities
IDENTIFIERS- *University of Alaska

This survey attempted to determine public satisfaction with University of Alaska services, the educational program needs of Alaskan households, and where the university system stands among the priorities of the Alaska public. Telephone interviews with 900 Alaskan households were conducted and results analyzed. Findings are detailed for the following areas: perceived importance of the University of Alaska, extent of the university's influence, alumni satisfaction, public priorities for the university, funding issues, funding alternatives, market demand, educational service demand, market image, market communications, and marketing challenge. Recommendations focus on the need to provide the University of Alaska with sufficient resources to provide both variety and convenience of offerings and to market itself aggressively. Following an executive summary, the report's analysis details results for each question, including statewide totals and results for each of the four regions. The report concludes with an unedited recording of open-ended comments by respondents. The survey instrument is attached. (DB)

guidance for the following types of appeals: request for adjustment, erroneous data appeal, improper loan servicing and collection appeal, and exceptional mitigating circumstances appeal. A subsection for guaranty agencies provides information on monthly status reports, requests for adjustment, the exceptional mitigating circumstances appeal, the erroneous data appeal, and the improper loan servicing and collection appeal. Six appendices list guaranty agency contacts, direct loan servicer contacts, Department of Education contacts, text of relevant regulations, and user comments on the guide. (DB)

ED 421 942 HE 031 480

DeJong, William; Vince-Whitman, Cheryl; Colthurst, Tom; Cretella, Maggie; Gilbreath, Michael; Rosati, Michael; Zweig, Karen
Environmental Management: A Comprehensive Strategy for Reducing Alcohol and Other Drug Use on College Campuses.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Behavior Change; *College Environment; *Drug Abuse; Educational Environment; Higher Education; Intervention; *Prevention; Program Development; Substance Abuse; Systems Approach
IDENTIFIERS- Drug Free Schools and Campuses Act 1997

This guide presents a comprehensive strategy, called "environmental management," for alcohol and other drug (AOD) prevention in institutions of higher education. The environmental management approach utilizes, in addition to educational programs, changes in the physical, social, economic, and legal environment accomplished through a combination of institutional, community, and public policy change. Programs for early identification, referral, and treatment of problem drinkers are an essential part of the equation. This publication proposes a set of priority activities for colleges to consider as part of this broad-based approach to AOD prevention. Following an introduction, the first section identifies lessons from prevention research, especially the need for a comprehensive approach. The second section discusses public health aspects of the environmental management approach, with examples showing that people's behavior is shaped by their environment. The third section brings a case law perspective to environmental management and stresses institutional responsibilities under the Drug-Free Schools and Campuses Act. The fourth section details the environmental approach in terms of three spheres of action for AOD prevention: the campus task force, campus and community coalitions, and associations of colleges and universities. (Contains 62 references.) (DB) traditional classroom were compared by students, as well as the delivery of information in color on a 12-by-10 foot screen versus information delivered via an overhead projector with black-and-white transparencies. Feedback of this nature can assist health educators in selecting methods and media best suited to implement program plans for specific learners. Student feedback was overwhelmingly positive regarding the preference for the SMART classroom and its contents. However, since the purpose of this feedback was to obtain an assessment of students' views to better accommodate instructional delivery, traditional methods of instruction in the classroom had merit and were even preferred by some. For this reason, a balanced presentation style combined with a variety of design and delivery are still considered most effective. (AEF)

ED 421 964 IR 018 936

Technology in the School House: A Look at the Utilization of Technology in North Carolina Schools.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Educational Development; Educational Planning; *Educational Technology; Elementary Secondary Education; Policy Formation; Public Schools; Rural Areas; School Surveys; Staff Development; State Programs; State Surveys; Tables (Data); Training
IDENTIFIERS- *North Carolina; *Technology Utilization

Technology utilization in the schools of North Carolina was the focus of a research collaboration between the Rural Economic Development Center and the Public School Forum of North Carolina. The study was broke in to two phases. The first was to design and send out an instrument to assess how much technology is utilized in North Carolina schools, what the condition of that technology is, and how much training and technical support is provided for the technology. Of 1,900 schools, 498 returned a completed survey. The second phase involved case study analyses of four counties across North Carolina, differing in size and wealth. This study of technology utilization found three broad areas of concern, each of which requires serious policy consideration. These include the need for: (1) local school systems to develop the expertise needed to make long-range plans for technology utilization; (2) the state to assess not only what type of equipment is needed for the future, but what is the condition and capacity of equipment currently in use; and (3) the state to avoid the toll which is being paid today as a result of too little training in technology use and too little ongoing technical support. (AEF)

Macintosh). Color copies of slides may not reproduce clearly. Document contains light type.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)

DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Information Literacy; *Information Technology; *Integrated Learning Systems; Multimedia Materials; *Strategic Planning; World Wide Web

IDENTIFIERS- Technology Integration

The overall goal of this technology integration work is to identify the content and processes vital to decision making as schools transform education through technology integration. This guide includes a collection of content and process strategies to start the learner on this path. This document contains the following sections: (1) Professional Development Model; (2) Using Processes Portfolios to Guide Decision Making; (3) Strategy: Framework Analysis; (4) Framework for Education; (5) Indicators of an Open, Networked Learning Environment; (6) Learning in Cyberspace; (7) Technology Integration Portfolio; (8) Building a Sound Knowledge Base -- includes worksheets and handouts for presentation; (9) Changing Mental Modes -- includes worksheets and handouts for presentation; (10) Teaching & Learning -- includes worksheets and handouts for presentation; (11) Classroom & Systems Connections -- includes worksheets and handouts for presentation; and (12) References. Also included are two PowerPoint Sound Technology Integration disks (one for Windows and one for Macintosh). (DLS)

ED 422 004 IR 057 128

Bracken, James K.

Reference Works in British and American Literature. Second Edition.

PUB DATE- 98

NOTE- 726p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Authors; *English Literature; Information Sources; Nonprint Media; *North American Literature; Printed Materials; Publications; *Reference Materials; *Resource Materials

This work identifies, describes, and evaluates the most important and useful reference materials based on British and North American authors and their writings. Designed to serve the needs of literary researchers of all degrees of sophistication, this book offers modern researchers and students of English literature a thorough review of reference resources available through 1996 and part of 1997. Updating and expanding on its previous edition, the book covers a substantial portion of the currently available reference sources--with entries for more than 1,500 resources on individual writers, including dictionaries, encyclopedias, indexes, handbooks, and electronic resources. Entries are arranged alphabetically by author name (or by title if author is unknown) and works are classified and grouped according to type. Descriptive annotations offer detailed assessments of the works, noting special features and often comparing them to similar titles. Numerous cross-references are given. A chronological appendix lists authors consecutively with dates of birth and death, and a nationality appendix groups them according to their country of primary residence. An author/title and a detailed subject index conclude the work. (AEF)

Review Committee, and five-year performance review of the Director of Library Services; (5) evaluation criteria, including librarianship, research/scholarship and creative work, and service; (6) contents and use of the evaluation files and resume; and (7) personnel files. Appendices include: UNI principles and standards for promotion and tenure; conditions of employment; "tenure clock" statement; sample calendar for promotion and tenure; library faculty annual report form; results of annual evaluation of tenure-track faculty form; promotion and tenure cover sheet; Library Professional Assessment Committee procedures; Administrative Peer Review Committee procedures; sample five-year review instrument for director of library services; evaluation file log; and sample resume. (DLS)

ED 422 025 IR 057 150

Wasilko, Peter J.
The Continuity Project. Spring/Summer 1998 Report.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Cataloging; Classification; *Computer Mediated Communication; Computer Software; Futures (of Society); Strategic Planning; *Technological Advancement; World Wide Web
IDENTIFIERS- Campuswide Information Systems

The Continuity Project is a research, development, and technology transfer initiative aimed at creating a Library of the Future by combining features of an online public access catalog (OPAC) and a campuswide information system (CWIS) with advanced facilities drawn from such areas as artificial intelligence (AI), knowledge representation (KR), natural language processing (NLP), computer applications and software engineering (CASE), literate programming, hypertext research, and computer supported cooperative work (CSCW). By taking this approach, Continuity will be able to provide an intelligent, unified, and proactive information infrastructure for the learning organization of the future. The explosive growth rate of the body of accumulated knowledge and increasingly powerful information technology and computing tools have exceeded the capabilities of traditional approaches to cataloging and collection management. In the new millennium, the ability to find and integrate relevant existing knowledge is the new limiting factor on the rate of scientific and commercial innovation. This report contains the following sections: "The Continuity Project"; "Continuity at a Glance" -- graphics that embody the most salient features of the Project; "The Continuity Experience" -- an informal treatment of what it would be like to use Continuity in an academic setting; "Project Participants; and Sources of Inspiration." (DLS)

Relative to inflation across all sectors of higher education, the increase in fees at public community colleges has been lower than that of other higher education institutions, which have experienced decreased revenue from state and local sources. Despite increases in tuition, the average family of four would have to spend only 2.5% of its annual income to send a child to a community college for 1 year. The analysis of the cost of higher education in this document presents data on community college tuition and fees, full-time-equivalent students, student-related expenditures, budgets for instruction and academic support, full-time faculty, and state resources. Included are charts, graphs and other statistical data related to family income, types of institutions, revenue by source, and expenditure. Statistical information contained in this article supports the idea that community colleges are the most cost-effective form of higher education available, with fees significantly less per full-time-equivalent student than those at any other type of postsecondary institution. (AS)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Change Strategies; Early Childhood Education; Educational Principles; Educational Theories; Elementary Secondary Education; Gifted; *Integrated Curriculum; *Multiple Intelligences; Special Needs Students; Student Evaluation; Student Needs; *Student Projects; Teaching Guides; Teaching Methods; *Thematic Approach

This teaching guide for a multiple intelligences program contains ready-to-use projects that develop some of the frequently used themes in thematic instruction for students ranging from early childhood through high school. The guide's introductory chapters address using the methods to meet the needs of at-risk students and gifted students, and the needs of students in the regular and multi-age classroom. Chapter 1, "A Contextual Framework," describes the multiple intelligences approach and offers suggestions for integrating the curricula, teachers, students, community, and teacher/learner trends. Chapter 2, "Creative Strategies: Integrated Projects," differentiates between themes and topics, and includes several themes (identity, discovery, diversity, and systems), with sample units for the early childhood through high school level. Traditional, portfolio, and performance assessments are embedded in each lesson, as appropriate. This section also offers criteria for selecting projects and strategies for developing the projects. Chapter 3, "Marketing Strategies To Sell New Theories," contains practical suggestions for garnering support for the multiple intelligences approach and integrated strategies. (Contains 109 references.) (KB)

tutoring young children. The paper recommends that the area of interpersonal intelligence, as identified in Gardner's theory of multiple intelligences, should be emphasized in the curriculum. Finally, the paper notes that the history of a caring philosophy may be seen in several statements of educational principles developed by the National Education Association. (KB)

ED 422 086 PS 026 743

Wazir, Rekha; van Oudenhoven, Nico
Partnership: A Development Strategy for Children. Action Research in Family and Early Childhood. UNESCO Education Sector Monograph No. 9.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agency Cooperation; *Community Development; Developing Nations; *Economic Development; Foreign Countries; Foreign Policy; *International Programs; International Relations; Partnerships in Education; Poverty Programs; Social Responsibility; *Social Services

There is an increasing tendency on the part of international development players to redefine their relationships as "partnerships." This paper explores the concept of development partnerships, particularly those formed for the benefit of children. A discussion of the differences in the context, form and substance of the discourses and settings in which partnership is used provides a framework for fixing a more precise meaning for the concept in the domain of development partnerships. The concept of partnership in general and its features and dimensions are considered, and then the specific features and dimensions of development partnerships are detailed, with an exploration of the perceptions of various players. The paper then discusses practical implications of partnership building, and deals with the debate on whether children should be direct beneficiaries of development projects. The role of cultural differences in the forging and maintenance of partnerships is also considered. (JPB)

DOCUMENT RESUME

ED 422 087 PS 026 744

Head Start: Challenges in Monitoring Program Quality and Demonstrating Results. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Comparative Analysis; Compliance (Legal); *Early Childhood Education; Educational Quality; *Evaluation Methods; Evaluation Research; Federal Programs; Preschool Education; *Program Evaluation; Research Problems
IDENTIFIERS- Department of Health and Human Services; Outcome Oriented Evaluation; Performance Indicators; Performance Monitoring; *Project Head Start; Quality Assurance

There has been increasing concern about the accountability of federal programs in complying with laws and regulations and in achieving desired results. At the request of Congress, the Government Accounting Office examined how the Department of Health and Human Services (HHS) ensures Head Start accountability. Data were collected by means of interviews with federal regional, and selected local officials; and reviews of selected grantees' program files. Findings indicated that Head Start's mission, goal, and objectives do provide an overall performance assessment framework emphasizing compliance with applicable laws and regulations and achievement of program results, with specific program activities linked to the strategic mission and goal. By specifying measurable performance objectives, Head Start can answer questions about compliance and achievement of its purpose. Although HHS has processes to ensure compliance, implementation could be improved. Of concern is the consistency of HHS on-site inspections of local agencies, due to differences in reviewers assessments. Although HHS has strengthened emphasis on achieving program purposes, the processes provide too little information about how well programs are achieving their intended purpose. New evaluation initiatives will provide information on program outcomes not previously available, such as gains in child vocabulary, literacy, and social skills and families' self-sufficiency. Although HHS will collect data from all programs, there is no established plan or schedule for doing so. The HHS planned analysis will not enable the Department to determine with certainty that Head Start participation caused improvements because results will not be compared to a group of children and families similar in all respects except Head Start participation. (KB)

ED 422 088 PS 026 762

Schlender, Angie; Wolf, Lisa
Improving Cooperative Behavior through the Use of Social Skills Instruction.
PUB DATE- 98
NOTE- 47p.; Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Problems; Change Strategies; *Classroom

ED 422 105 PS 026 808

Dowd, Thomas P.

Maintaining a Strong Family: What Parents and Children Can Do To Foster Closeness and Unity. Boys Town National Family Home Program Informational Series, Volume No. 106.

PUB DATE- 96

NOTE- 11p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Responsibility; Childhood Needs; Family Needs; Family Relationship; Family Role; *Family (Sociological Unit); *Group Unity; Moral Values; *Parent Child Relationship; *Parent Responsibility; Parent Role; Religious Factors; Values Education; Volunteers

IDENTIFIERS- Family Strengths

Many parents today struggle to maintain a sense of closeness and to create an environment that is nurturing and supportive. Four family responsibilities can help parents strengthen family unity and help their children build strong relationships and values. First, families should help children see every person as the image of God. Having faith in God is identified as the most important aspect of a strong family and the key to developing strong moral values. Parents can instill a sense of faith in their children by sharing in religious events, encouraging family participation in community service, and maintaining a peaceful and harmonious home. Second, families need to educate their children by taking an active interest in their child's education, helping them to successfully complete homework, showing support for their child's teachers, being active in their child's school especially as the children get older, and taking responsibility for teaching social skills. Third, families should provide a loving home for their children. Parents can show warmth and caring by hugging them and reassuring them of parental love and concern for their welfare, building happy memories through extended family activities, developing traditions, having fun and eating together, taking pictures, showing support for each other's activities, and sharing emotional times. Fourth, families should help children to participate successfully in society. Parents can hold family meetings to discuss outings, family rules, and accomplishments; model and teach effective conflict resolution; make children aware of current events and have family discussions; and define and respect personal boundaries. (Author/KB)

ED 422 106 PS 026 811

Busch-Rossnagel, Nancy A.; Morgan, George A.

New Measures of Mastery Motivation for Infancy through Elementary School: Overview.

PUB DATE- 98

NOTE- 18p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998). For other "Mastery Motivation" papers, see PS 026 812-815.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DOCUMENT RESUME

ED 422 122 PS 026 857

Anderson, Genan T.
Comparison of the Types of Cooperative Problem Solving Behaviors in Four Learning Centers: Computer, Dramatic Play, Block, and Manipulative.
PUB DATE- 98
NOTE- 14p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperation; Cooperative Learning; Dramatic Play; *Learning Centers (Classroom); Manipulative Materials; Preschool Education; *Problem Solving; *Sex Bias; Sex Differences; *Young Children
IDENTIFIERS- Blocks; *Choice Behavior

This study examined the variation in children's choice of learning centers in a naturalistic, free-play setting. The study was designed to develop a realistic picture of how 4- and 5-year-olds interact in each of 4 settings (computer, dramatic play, block, and manipulative) to allow for comparison of their behaviors between genders and across settings. Children from two classrooms at a university preschool program made up the sample. Children were videotaped without their knowledge, and their social interactions were defined as disruptive, unoccupied, teacher interaction-child initiated, teacher interaction-teacher initiated, onlooker, solitary, parallel, or cooperative. Findings showed almost no disruptive behavior in any of the centers; the highest amount of conflict was coded in the block area, which also contained the highest amount of cooperative behavior. While the ratio of time spent in a center by gender was 3:4 minutes for the dramatic play, block, and manipulative centers (3 for boys and 4 for girls), the ratio in the computer center was 5.3:2.2 (5.3 for boys and 2.2 for girls). Although the software was screened for gender bias and the computer to child ratio was 2:21, boys spent 2 to 3 times more time than girls at the computer center. Girls engaged in a higher percentage of cooperative play than boys in the computer, dramatic, and manipulative centers. Findings suggested that modifications to computer centers may need to include opportunities for cooperation among children as well as software that includes female characters and themes. (Contains 20 references.) (EV)

ED 422 123 PS 026 861

Stoycheva, Katya
Respecting and Promoting the Right of the Child to Education.
PUB DATE- 94
NOTE- 15p.; Paper presented at the European Conference on Monitoring Children's Rights (Ghent, Belgium, December 11-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Childrens Rights; Educational Opportunities; Foreign Countries; High School Students; High Schools; *Parent Attitudes; Personal Autonomy; School Role; *Student Attitudes; Student Rights; *Teacher Attitudes
IDENTIFIERS- Bulgaria; *United Nations Convention on Rights of

DOCUMENT RESUME

ED 422 139 RC 021 608

Breckon, Steven
Leadership for Changing the Small Rural School: The Excitement of School Improvement.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Conference on Rural Education and Small Schools (19th, Manhattan, KS, October 27-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Achievement Gains; *Curriculum Development; *Educational Improvement; Elementary Secondary Education; Instructional Leadership; Mathematics Achievement; *Mathematics Curriculum; Mathematics Teachers; Rural Education; *Rural Schools; School Districts; School Effectiveness; Standardized Tests

This report describes the success of the LaHarpe (Illinois) Community Unit School District in raising student math scores on the Illinois Goal Assessment Program (IGAP). Low IGAP test results and faculty dissatisfaction with scores precipitated the school district to modify the content and delivery of math instruction based on student needs identified in the IGAP test. The traditional textbook approach in the elementary grades and practical math for less able high school students were replaced with "Math Their Way" methods in grade school and a modified 2-year algebra class in high school for those not taking college preparatory math. Junior high school math curricula were modified to include math electives of pre-algebra and algebra in the seventh and eighth grades. Further upgrading at the senior high level included adding calculus to the curriculum. Meetings were held to inform parents of the changes and solicit their cooperation. Over the 6 years of the program (1991-1997), test scores were raised 73 points and exceeded the state average by 31 points. (SAS)

ED 422 140 RC 021 609

Munns, Geoff
"Let 'em Be King Pin Out There All on Their Own in the Streets." How Some Koori Boys Responded to Their School and Classroom.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Cultural Differences; *Cultural Influences; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; Inner City; *Resistance (Psychology); School Attitudes; School Community Relationship; Student Attitudes; *Student Behavior; Student Motivation; *Student School Relationship; Values
IDENTIFIERS- Australia (New South Wales); *Koori People

This paper discusses the production, nature, and consequences of oppositional behavior among 102 poor, inner-city Koori (Aboriginal Australian) boys and girls attending Greytown School, Australia. The connection between the local indigenous Australian community's history and culture and the classroom

DOCUMENT RESUME

ED 422 155 RC 021 633

Viviremos! On the Road to Healthy Living: A Bilingual Curriculum on AIDS and HIV Prevention for Migrant Students (Grades 6-12) = El Camino Hacia la Salud: Un Programa de Estudio Bilingue sobre la Prevencion del SIDA y del VIH para Estudiantes Migrantes (Grados 6-12).

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- 96

NOTE- 301p.

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Educational Strategies; Elementary School Students; *Health Education; Health Materials; Hispanic Americans; Intermediate Grades; Learning Activities; Migrant Education; *Migrant Youth; *Prevention; Secondary Education; *Secondary School Students; Sex Education; *Sexuality

IDENTIFIERS- Latinos

This curriculum provides the basic information everyone needs to avoid HIV infection, but was specifically designed for Latino farmworker students in grades 6-7. The student materials are written in Spanish and English and may be used with older student or young adults, or in English-as-a-second-language courses. An introduction provides background on AIDS among Latinos and African Americans, AIDS and risk-taking behaviors among adolescents, migrant farmworker youth and their risk of HIV infection, terminology, teaching strategies, and parental notification and involvement. This section also includes a checklist for teachers, activities to prepare students for discussions about AIDS, and a student presurvey. The curriculum includes five bilingual lessons. The first lesson covers the information about HIV and AIDS that is most essential for students to learn, while the other four lessons provide multiple opportunities for students to learn and practice skills related to risk assessment, assertiveness, decision making, and problem solving. Each lesson contains core activities and optional activities that involve cooperative learning, critical thinking, class discussion, and role playing. Many student handouts in English and Spanish and a student postsurvey are included. Appendices contain English and Spanish glossaries; background information about HIV; a sample letter to parents; and an annotated bibliography of resources for teachers, students, and parents. (SV)

ED 422 156 RC 021 638

Maurais, Jacques, Ed.

Quebec's Aboriginal Languages: History, Planning and Development. Multilingual Matters 107.

PUB DATE- 96

NOTE- 348p.; Translation of "Les langues autochtones du Quebec."

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General

DOCUMENT RESUME

ED 422 179 SE 061 743

Garrity, Cindy
Does the Use of Hands-On Learning, with Manipulatives, Improve the Test Scores of Secondary Education Geometry Students?
PUB DATE- 98
NOTE- 64p.; Master's Program Action Research Project, St. Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; *Experiential Learning; *Geometry; *Manipulative Materials; Mathematics Education; Secondary Education; *Secondary School Mathematics; *Visualization

This report describes a program for increasing adolescent visualization and understanding of geometry problems. The targeted population consisted of high school students in two geometry classes in a growing middle-class community. The inability of students to adequately visualize and understand geometry problems was documented through teacher-made tests and quizzes, student journals, and teacher journals. Analysis of probable cause data revealed poor performance on middle school geometry problems, lack of motivation to do the work, teacher observation of student inability to visualize the spatial situation, and parent comments substantiating the student stress level of not seeing the problem. After a review of the current geometry curriculum, it was discovered that an over-emphasis was placed on memorization and information giving, and there was a lack of hands-on instruction with the use of manipulatives to develop the visual skills. A review of solution strategies suggested by experts in the field of mathematics combined with an analysis of the problem setting resulted in these interventions. Materials that support visual focusing were created for hands-on use by students. An increase in student involvement and cooperative learning were used to foster understanding and thinking skills. Project results found that based on the presentation and analysis of the data on hands-on cooperative learning, students showed a more positive attitude towards math and a desire to work with partners or in cooperative groups. Students also indicated a preference for using hands-on learning and the use of manipulatives rather than using traditional learning methods. Test scores showed improved grades when students worked with a partner or in a group; however there was no marked difference in scores when students worked alone. Contains 19 references. (Author/NB)

ED 422 180 SE 061 745

Baggett, Patricia; Ehrenfeucht, Andrzej
Breaking Away from the Math Book II: More Creative Projects for Grades K-8.
PUB DATE- 98
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculators; Educational Games; Educational Technology; Elementary Education; *Geometric Constructions; Lesson Plans; *Mathematics Activities; Mathematics Education;

DOCUMENT RESUME

ED 422 203 SO 028 719

Marriage and Family Life in South Africa: Research Priorities. Theme 7: Preparation for Family Life, Family Enrichment, Family Counselling, and Available Services.
PUB DATE- 97
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *African Studies; *Apartheid; *Family Counseling; *Family Life; *Family (Sociological Unit); Foreign Countries; *Social Change; Socialization
IDENTIFIERS- *South Africa

The chapters in this book were prepared 10 years ago primarily from a developed nation's perspective. Only minor references were made to the black people of South Africa. The principles, methodologies, and methods described in the chapters still may be valid for certain sections of South African society but should be revised to be applicable to the whole society. Since 1987 all aspects of South African society have been subject to change. To determine the type of service required in the new South Africa, consideration must be given to the nature and extent of family-related problems and external influences on family life. To achieve this objective, an overview and epilogue are given of major events to impact family life since 1987. The book is divided into a preface describing the original research (L. W. Harvey), six parts and an epilogue updating key factors from the original research (I. Snyman). The titles of each part include: (1) "Research on Family Enrichment" (E. W. Harvey); (2) "Evaluative Research on Family Enrichment Programmes" (Annemie de Vos); (3) "The Family, Psychopathology, and Services" (J. D. van Wyk); (4) "Research on Divorce Counselling" (S. M. van Staden); (5) "Research on Pastoral Services in Respect of Marriage Problems" (C. de W. Lombaard); and (6) "Research on Available Counselling Services for Children" (S. H. van Wyk). Each part concludes with its own bibliography. (EH)

ED 422 204 SO 028 741

Laporte, Bruno; Ringold, Dena
Trends in Education Access and Financing during the Transition in Central And Eastern Europe. Social Challenges of Transition Series.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Area Studies; Change; Change Strategies; Comparative Education; *Developing Nations; Development; *Educational Change; *Educational Economics; *Educational Finance; Educational Trends; Elementary Secondary Education; Foreign Countries; Social Change
IDENTIFIERS- *Europe (Central); *Europe (East)

This paper is one in a series of reports based upon data from the "Social Challenges of Transition (SCT)" database. This cross-country study examines empirical trends in access to and financing of education in nine Central and East European countries. The study substantially improves the understanding of the impact of transition on education systems, yet lack of comparable data limits the ability to address critical issues,

DOCUMENT RESUME

ED 422 227 SO 029 089

Brophy, Jere
Developments in Elementary Students' Knowledge about and Empathy with Native Americans.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; American Indian History; *American Indians; Curriculum Development; Educational Philosophy; Educational Research; Elementary Education; *Elementary School Students; Kindergarten Children; Qualitative Research; *Social Studies; *Student Attitudes; *United States History
IDENTIFIERS- *Native Americans

This paper summarizes responses of students in kindergarten and grades 1, 2, 4, and 5 to questions about Native Americans. The paper draws on findings from two studies, both done in a suburban school system deemed "average" on a variety of educational and socioeconomic indicators. In each study, samples of students stratified by gender and achievement level were interviewed individually about topics addressed in social studies. Analyses focused not just on the accuracy of responses, but on their qualitative nuances that provided insights into students' ideas, including their misconceptions. Responses across grades K-5 suggest that students' knowledge and thinking about Native Americans tends to proceed through the following stages: (1) no knowledge; (2) cartoon stereotypes of the appearance or behavior of Indians; (3) Indians as the first people in America, wilderness survivors, and teachers of and learners from the Pilgrims and other early Europeans; (4) knowledge about Indians' lives and cultures and empathy with them as noble ecologists and victims of European aggression and greed; and (5) distancing and loss of empathy as attention shifts to the pioneers and the westward expansion of the United States. Implications for planning curriculum and instruction for elementary social studies are discussed with recommendations for classroom teachers and curriculum planners. (EH)

ED 422 228 SO 029 090

Cheek, Dennis W.
Education about the History of Technology in K-12 Schools.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Society for the History of Technology (Pasadena, CA, October 15-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Environmental Education; Futures (of Society); Interdisciplinary Approach; *Science and Society; Science Curriculum; Science Education; Social Studies; *Technology

This paper recounts the history of technology in the public schools from the early textbooks of the 19th century to the technology and society (STS) movement of the 1960s-70s. Technology and society have been a concern in education but moved into the mainstream in science education and technology

DOCUMENT RESUME

ED 422 253 SO 029 161

Larson, Gary O.
American Canvas: An Arts Legacy for Our Communities.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetics; *Art; Art Education; *Community Involvement; *Community Role; *Community Support; Cultural Background; *Cultural Education; *Fine Arts; Humanities

This report results from regional forums across the country to assess the current state of nonprofit arts in the United States. The report describes a cautionary tale about this nation's cultural legacy, the economic and social conditions surrounding the nonprofit arts, compartmentalization of the arts in community life, the place of the arts in education, and the opportunities and risks presented by new technologies. The report also offers challenges for individuals and organizations to take future action to sustain and preserve the nonprofit arts in their own communities. Chapters of the book include: (1) "Improving the Climate for Culture"; (2) "Transmitting Our Cultural Legacy"; (3) "The Evolving Cultural Landscape"; (4) "Americans and the Arts"; (5) "Culture and Community"; (6) "Arts and Education"; (7) "The Arts and Telecommunications"; (8) "Seeking New Solutions"; (9) "The Challenge to Act"; and (10) "Calls to Action." Two appendices conclude the volume: (1) "American Canvas Forums" and (2) "American Canvas National Committee & Steering Committee." (EH)

ED 422 254 SO 029 162

Metcalf, Mary; Simmons, Diane
Caretakers of a Good Planet.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Conservation (Environment); *Ecology; Elementary Education; Empowerment; *Environmental Education; Global Education; *Habitats; *Social Studies; Sustainable Development

This book was designed with activities for children in kindergarten through sixth grade. The activities are designed to increase student awareness about the environment and its protection. The book presents basic concepts and several perspectives on environmental issues. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Introducing the Planet"; (3) "Discovering Habitats"; (4) "Endangered Habitats"; (5) "Cooperation in a Habitat"; (6) "Empowering Youth"; (7) "Proving Your Power"; and (8) "Resource Section." (EH)

ED 422 255 SO 029 163

Byrnes, Ronald S.; Downing, Peter W.; Vogler, Carol
Teaching about Africa: A Continent of Complexities.
PUB DATE- 96
NOTE- 178p.; Accompanying slides not available from EDRS.

DOCUMENT RESUME

ED 422 275 SP 038 061

Schunk, Dale H.; Ertmer, Peggy A.
Self-Evaluation and Self-Regulated Computer Learning.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavioral Objectives; *College Students; *Computer Literacy; Higher Education; Preservice Teacher Education; *Self Efficacy; *Self Evaluation (Individuals)
IDENTIFIERS- *Self Regulation

This study examined the influence of learning goals and self-evaluation on college students' achievement outcomes during computer skill learning. The researchers hypothesized that providing students with learning goals would focus their efforts on the skills to be acquired, allow for assessment of learning progress, and enhance implementation of successful learning strategies. The research involved two studies of undergraduate preservice teachers enrolled in an introductory computer skills application course. Researchers randomly assigned students to one of four conditions (learning or performance goal conditions, with or without self-evaluation). Students were pretested and posttested during the Hypercard unit of the course. The testing included measures of self-regulation, self-efficacy, and achievement. Results found that providing students with learning goals enhanced their self-efficacy for successfully performing computer based tasks and their use of self-regulatory strategies better than did providing performance goals. Opportunities for self-evaluation also significantly affected self-efficacy. A followup study examined the idea that learning goals and self-evaluation operate through a common process of conveying to students information about their learning progress. Participants, procedures, and materials were similar, though students evaluated their learning progress at the end of each of three laboratory sessions. Results were similar to the results of the first study. The results indicated that providing college students with learning goals is an effective way to enhance achievement outcomes, and under certain conditions, opportunities for self-evaluation exert beneficial effects. (Contains 43 references.) (SM)

ED 422 276 SP 038 063

Birman, Beatrice F.; Reeve, Alison L.; Sattler, Cheryl L.
The Eisenhower Professional Development Program: Emerging Themes from Six Districts. 1998.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.; Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 422 293 SP 038 083

Jablonski, Ann M.
Factors Influencing Preservice Teachers' End-of-Training Teaching Performance.
PUB DATE- 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Graduate Students; Graduate Study; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; *Preservice Teachers; *Self Efficacy; Teacher Characteristics; Teacher Competencies; *Teaching Skills; *Thinking Skills
IDENTIFIERS- Teacher Knowledge

This study investigated components of preservice training likely to influence the development of expertise in teaching. The study examined whether perceived self-efficacy, cognitive skills for teaching, basic teaching skills, beginning training teacher performance, knowledge of subject matter, knowledge of teaching, teacher work environment, and teacher characteristics would predict end-training preservice teacher performance. A group of 16 liberal arts and business graduates who completed a preservice elementary education program completed survey instruments, tests, and interviews. Data also came from direct observation, videotape recordings, and admissions and program records. Researchers collected the behavioral, cognitive, and background data, then organized them into prediction and outcome domains using a structural model. Data analysis indicated that perceived self-efficacy was a significant predictor of performance. Two types of end-year teaching performance (appropriate patterns of instruction and off-task activity) were significantly predicted by teaching performance and cognitive skills. Teaching performance was dependent on initial training. The study concludes that end-year teaching performance is related to the degree to which interns have acquired cognitive models and have learned to apply them. (Contains 20 references.) (Author/SM)

ED 422 294 SP 038 084

Clinard, Linda McCorkel; Ariav, Tamar
What Mentoring Does for Mentors: A Cross-Cultural Perspective.
PUB DATE- 97
NOTE- 26p.; A draft version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Cooperating Teachers; Cultural Differences; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; *Mentors; Preservice Teacher Education; Professional Development Schools; Program Evaluation; Student Teachers; *Teacher Attitudes
IDENTIFIERS- Israel

This study explored the perceptions of mentor teachers about the impact of mentoring on them. The study involved cross-cultural

DOCUMENT RESUME

ED 422 312 SP 038 107

Lieberman, Debra A.
Health Education Video Games for Children and Adolescents: Theory, Design, and Research Findings.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the International Communication Association (48th, Jerusalem, Israel, July 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Diabetes; *Educational Games; Elementary Secondary Education; Health Promotion; Instructional Materials; Knowledge Level; Self Efficacy; *Self Management; Students; *Video Games
IDENTIFIERS- Health Behavior

This study examined whether video games could be effective health education and therapeutic interventions for children and adolescents with diabetes. KIDZ Health Software developed a game about diabetes self-management, and tested its effectiveness for children with diabetes. The Packy and Marlon Super Nintendo video game promotes fun, self-esteem, social support, increased knowledge, positive health behaviors, and positive health outcomes, and it teaches diabetes self-management skills. The characters are adolescent diabetic elephants going to a diabetes summer camp. Players help the characters monitor blood glucose, take appropriate amounts of insulin, review diabetes logbooks, and find foods according to the right number of food exchanges. Players learn about self-care and typical social situations related to diabetes. To win, players must engage in specific health-promoting behaviors. Children with diabetes and their parents from two clinics participated in a study that involved interviews before and after routine visits, testing of glycated hemoglobin, and receipt of either Packy and Marlon or a pinball video game to take home and play. After 6 months, participants rated the games. Interviewers examined time spent playing the game, self-efficacy, social support, knowledge, and self-care. Results indicated that children not only liked Packy and Marlon as well as the pinball game, but Packy and Marlon also significantly improved self-care behaviors, self-efficacy, and health outcomes. (Contains 1 table, 9 figures, and 29 references.) (SM)

ED 422 313 SP 038 108

Lieberman, Myron
Teachers Evaluating Teachers. Peer Review and the New Unionism. Studies in Social Philosophy and Policy, No. 20.
PUB DATE- 98
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Peer Evaluation; Public Schools; Teacher Associations; Teacher Competencies; *Teacher Evaluation; Teacher Improvement; Teachers; Teaching Skills; *Unions
IDENTIFIERS- Toledo Public Schools OH

This book examines peer review, a prominent feature of the new unionism, relying heavily on peer review programs in Columbus and Toledo, Ohio. Peer review encompasses various procedures by

DOCUMENT RESUME

ED 422 330 SP 038 127

Clarken, Rodney H.
Baha'i Principles of Education: Categorization of and Commentary on Extracts from Baha'i Education.
PUB DATE- 98
NOTE- 46p.; For related document, see SP 038 126. Paper presented as a supplement to Education for a New World at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Consciousness Raising; Curriculum Development; Diversity (Student); Educational Administration; Elementary Secondary Education; Equal Education; *Holistic Approach; *Humanism; Interpersonal Competence; Metaphors; Parent Role; Socialization; Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Bahai Faith; *Spiritual Development

This paper categorizes and discusses extracts from Baha'i Education. All extracts come from the writings and talks of Baha'u'llah, Abdu'l-Baha, and Shoghi Effendi. Section 1 discusses the nature and purpose of education, including financing education; discipline, perseverance, and order; purposes and principles of schools; establishment and supervision of schools; obligations of spiritual assemblies; education to advance world welfare; promotion of education; education for girls; education of orphans; parents' roles; compulsory education; and Baha'i education as the foundation of the law of God and the basis for happiness. Section 2 discusses human nature and the prevention of criminal or harmful acts, discipline, and encouragement rather than censure. Section 3 discusses pedagogy and highlights role models, the teacher's status, the teacher's value, the teacher's character and behavior, and prayer for knowledge. Section 4 discusses curriculum, including teaching about God and religion; fear combined with love and justice for controlling behavior; recognition of the manifestation of God; arts, crafts, and science education; criterion of usefulness of academic pursuits; reading and writing skills; auxiliary language education; melodiously reciting words of God; character education; knowledge leading to God; material, human, and spiritual education; developing volition; kindness to animals; universal curriculum for all; love in the curriculum; brief summary of a school curriculum; and balancing mental and spiritual education. Section 5 examines metaphors about education, including teacher as physician, God as educator, children as pearls, parents as teachers, teachers as gardeners, and metaphors about students. (SM)

ED 422 331 TM 028 877

Barton, Paul E.; Coley, Richard J.
Growth in School: Achievement Gains from the Fourth to the Eighth Grade. Policy Information Report.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

ED 422 348 TM 028 900

Johnson, Trav D.
A Case Study of Horizontal Teacher Evaluation.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Objectives; Elementary Education; *Elementary School Teachers; *Formative Evaluation; *Professional Development; Qualitative Research; Teacher Attitudes; *Teacher Evaluation; Teaching Methods; Urban Schools
IDENTIFIERS- *Horizontal Evaluation

Horizontal teacher evaluation increases understanding of teaching through the critical examination of educational goals and classroom practices. This examination includes teachers' classroom observations of one another coupled with in-depth teacher conversations or dialogue about teaching aims and practices. A qualitative case study of a horizontal teacher evaluation program in an urban school district is described. Data collection and analysis in the study generally follow grounded theory in qualitative research. Data came from classroom observations, formal and informal teacher and principal interviews, questionnaires, and documents that include program meeting notes, dialogue transcripts, and teachers' action plans. There were 15 teachers involved in horizontal evaluation in 2 elementary schools. Results of the study support the claim that formative teacher evaluation can result in changes in teachers. Every teacher in the horizontal evaluation program made changes related to teaching. The program appeared to be successful in meeting teacher needs, as demonstrated by the positive attitudes of teachers toward the program and the changes that occurred for all participants. The results also support the idea that teachers want opportunities for evaluation and development when they feel that these activities really help them and are not forced on them. An appendix describes the study coding scheme. (Contains 36 references.) (SLD)

ED 422 349 TM 028 901

Gyagenda, Ismail S.; Engelhard, George, Jr.
Rater, Domain, and Gender Influences on the Assessed Quality of Student Writing Using Weighted and Unweighted Scoring.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Essay Tests; Evaluators; *High School Students; High Schools; *Scoring; *Sex Differences; State Programs; Testing Programs; Writing (Composition); *Writing Tests
IDENTIFIERS- Domain Knowledge; Georgia; *Rater Effects; *Weighting (Statistical)

The purpose of this study was to examine rater, domain, and gender influences on the assessed quality of student writing

ED 422 367 TM 028 927

Witta, E. Lea; Witta, George T.
Revision of an Evaluation Instrument: Will the Measuring Device Provide More Reliable or Valid Scores?
PUB DATE- 97
NOTE- 20p.; Paper presented at the American Evaluation Conference (San Diego, CA, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Distance Education; Evaluation Methods; Factor Analysis; *High School Students; High Schools; Interactive Television; *Measures (Individuals); *Reliability; *Scores; Student Attitudes
IDENTIFIERS- *Revision Processes

Factor analysis of the instrument used to evaluate student perceptions of an educational interactive video program has determined that seven constructs were being measured. All of these constructs, however, were not consistently measuring the same things. In fact, the variables on which the factors loaded changed for three of the factors from analysis of the 1995 data to analysis of the 1996 data. This instrument was revised to strengthen these constructs. Data collected in 1997 from 148 high school students indicate scores produced by the revised instrument are more reliable measures than those produced by the previous version. Logical assessment of the validity of the constructs provides some evidence of construct validity of the revised instrument. (Contains four tables and eight references.) (Author/SLD)

ED 422 368 TM 028 928

Whitehead, Jack
Creating Living Educational Theories through Paradigmatic and Post-paradigmatic Possibilities.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Activism; Educational Technology; *Educational Theories; Elementary Secondary Education; Methods Research; Models; Political Influences; Qualitative Research; *Research Methodology; Technological Advancement; *Theory Practice Relationship

Some reflections on the future of educational research are offered as responses to questions derived from an article by Ian Stronach ("Research Intelligence," n61 p3 1997). The first is the question of what the future holds for the philosophy and methodology of educational inquiry. A response to this question must recognize the importance of the politics of educational knowledge. There will be inevitable disagreements between educational researchers, but it should be possible to integrate educational activism within educational research. Another question is whether new relations between the local and the global, if such are implied by the conditions of postmodernity, imply new rationales. It is suggested that new rationales

ED 422 385 TM 028 947

Althouse, Linda Akel; Ware, William B.; Ferron, John M.
Detecting Departures from Normality: A Monte Carlo Simulation of a New Omnibus Test Based on Moments.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Monte Carlo Methods; *Sample Size; *Simulation; Statistical Distributions; Tables (Data)
IDENTIFIERS- *Nonnormal Distributions; *Omnibus Tests; Power (Statistics)

The assumption of normality underlies much of the standard statistical methodology. Knowing how to determine whether a sample of measurements is from a normally distributed population is crucial both in the development of statistical theory and in practice. W. Ware and J. Ferron have developed a new test statistic, modeled after the K-squared test of R. D'Agostino and E. Pearson (1973), the g-squared test statistic. This statistic has been used to estimate critical values for sample sizes up to 100, but a more extensive derivation and validation of the critical values are required, and the power of g-squared against a wide range of alternative distributions requires study. Monte Carlo simulations were performed to investigate these areas. The main advantage of g-squared is its conceptual and computational simplicity. The power study shows that g-squared is sensitive to a wide range of alternative distributions, especially peaked distributions, having absolute power for many distributions with a large "n." G-squared could be valuable for testing univariate normality in statistical routines, but it does have some weaknesses. One of its main disadvantages is its low power with small sample sizes except for peaked distributions. While g- squared can tell you about a departure from normality, it can not tell if the departure is due to a single outlier. It is recommended that when testing for departures from normality, g-squared should be used as a supplemental quantitative measure of normality to the information obtained from histograms, box plots, stem and leaf diagrams, and normality plots. (Contains 7 figures, 12 tables, and 28 references.) (SLD)

ED 422 386 TM 028 948

Lee, Jaekyung
Comparative Approach to Evaluating Systemic Reform Policies: Applying Objective Measurement and Multilevel Analysis Methods.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Educational Change; Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Item Response Theory; Measurement Techniques; *State Programs; Systems Analysis

ED 422 403 TM 028 965

Ruiz-Primo, Maria Araceli; Shavelson, Richard J.
Concept-Map Based Assessment: On Possible Sources of Sampling Variability.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. and Student Testing, Los Angeles, CA.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *Concept Mapping; Educational Assessment; *High School Students; High Schools; *Knowledge Level; *Scoring; Student Evaluation; Tables (Data); *Test Construction

A concept-map assessment consists of a task that elicits structured knowledge, a response format, and a scoring system. Variation in tasks, response formats, and scoring systems produce different mapping techniques that may elicit different knowledge representations, posing construct-interpretations challenges. This study examined two mapping techniques: (1) students generated the 10 concepts from chemistry to construct a map; and (2) the assessor provided a list of 10 concepts. Two concept-lists were randomly sampled from the domain to examine the effect of concept sampling on map scores. Forty high school students, two teachers, and one expert participated. Results indicate that: (1) the two mapping techniques were statistically equivalent; (2) students' concept-map scores generalized across samples of concepts; (3) concept maps could be reliably scored, even though they involved complex judgments; and (4) multiple-choice test and concept maps measure somewhat different aspects of science knowledge. Appendixes contain a discussion of compiling the list of concepts, a list of concepts considered for the three conditions, a sample of instructions, and a matrix of the relations between pairs of concepts. (Contains 9 tables and 32 references.) (Author/SLD)

ED 422 404 TM 028 966

Ruiz-Primo, Maria Araceli; Wiley, Edward; Rosenquist, Anders; Schultz, Susan; Shavelson, Richard J.; Hamilton, Laura; Klein, Steve
Performance Assessment in the Service of Evaluating Science Education Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Elementary School Students; Grade 5; *Hands On Science; Instructional Effectiveness; Intermediate Grades; *Performance Based Assessment; Pilot Projects; *Science Education; Test Use
IDENTIFIERS- California (San Francisco Bay Area); *Reform Efforts

This study explored the sensitivity of a multilevel approach in detecting outcomes of a hands-on science program, exploring whether the instruction of a hands-on unit had any impact on

DOCUMENT RESUME

ED 422 421 UD 032 479

Raising the Bar -- Closing the Gap. Recommendations for Improving the Academic Achievement of African-American Students in Missouri.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Black Students; Curriculum; *Educational Improvement; Elementary Secondary Education; Extracurricular Activities; Minority Groups; Parent Child Relationship; Parent Participation; Preschool Education; Role Models; Staff Development; *State Programs; *Teacher Expectations of Students; Teacher Recruitment
IDENTIFIERS- African Americans; *Missouri

In September 1996, the Missouri Commissioner of Education appointed a statewide task force on the Achievement of African-American Students. The findings of the state-level task force, the views of Missouri students, and the experience of successful educators all support the conclusion that the single most important nontangible element required to fuel increases in African-American achievement in school is high expectations for students. The key to identifying the issues and fashioning resolutions is a common and public understanding of data related to student success. Following are 11 concrete recommendations focused on the curriculum of the school, the curriculum of the home, and the curriculum of the community: (1) extend learning for all students who are not on track to be proficient in any subject or grade level; (2) minimize absenteeism and create policies for stability; (3) maintain a stable, competent staff at each attendance center; (4) raise the capacity of the staff to effectively teach diverse learners; (5) recruit, employ, and retain a competent faculty that generally reflects the diversity of the student population; (6) increase African-American participation in Missouri's Parents as Teachers Program; (7) engage African-American parents and community leaders in the life of the school community at all grade levels; (8) guarantee that African-American students are involved in high-quality preschool programs for 3- and 4-year-olds; (9) invite successful role models into the school; (10) establish support systems that include individual mentors for African-American students; and (11) initiate and support programs for children and young adults to enrich nonschool activities. The performance scores of African-American students as a class should not be identifiable when compared with scores of nonAfrican-American students. Missouri still has far to go to reach such parity in performance. Six appendixes contain tables of student performance results. (SLD)

ED 422 422 UD 032 480

Vanderstraeten, Raf; Biesta, Gert
Education, Diversity, and Constructivism: A Pragmatic Point of View.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

ED 422 438 UD 032 498

Penuel, William R.; Davey, Tim L.
Evaluation Design for Homeless Education Programs: A Meta-Evaluation of McKinney Programs in Tennessee.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; Evaluators; *Homeless People; Measurement Techniques; Political Influences; Program Evaluation; *Research Design; Research Methodology; *Sampling; School Districts; State Programs
IDENTIFIERS- Nashville Metropolitan Public Schools TN; *Stewart B McKinney Homeless Assistance Act 1987

This paper discusses a number of interventions that are aimed at increasing educational opportunities of homeless students in the United States. Only a few of these programs have been locally evaluated, and the evaluation process is particularly challenging for local evaluators to undertake. At a state and national level, commitment to evaluation for accountability and continuous improvement has not been strong, due to politicization of funding for programs. At the local level, programs rarely know how long students will stay in their program, and they must provide a diversity of services to student of all ages with highly individual needs. This paper considers strategies used by one local homeless education program in Nashville (Tennessee) to address these problems in evaluation process and design. A well-designed evaluation plan was made a component of program planning for the new grant cycle. Program participants were asked to define distant objectives (those for a longer period of time) and nearby objectives (those that could be met with one or two sessions with a student), and then to define strategies for reaching these objectives. Strategies were developed to face the particular obstacles this program faced, obstacles that face most local evaluations of programs. These were: (1) a way to determine the length of stay of subjects and the size of the sample; (2) attempts to improve the accuracy of school records; (3) enhancing the diversity and availability, in terms of location, of services; and (4) better measurement of social development outcomes. State support for evaluation efforts and increased funding and direction at both state and national levels would help the tasks of local evaluators. (Contains 3 tables and 65 references.) (SLD)

ED 422 439 UD 032 499

Chicago's Private Elementary and Secondary Schools: Their Role in Neighborhood Revitalization.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; *Elementary Schools; Elementary Secondary Education; Enrollment; Low Income Groups;

declared unconstitutional. Equal educational opportunity is the next great civil rights issue. By this is meant the true equality that comes from providing every child with a first-rate elementary and secondary education. The main renewal strategies should be the implementation of standards, assessments, and accountability, and the acceptance of pluralism, competition, and choice. Toward these aims, 10 changes are proposed for the 21st century: (1) solid national academic standards and voluntary standards-based assessments; (2) school choice and the removal of school assignment based on home address; (3) strong charter school laws; (4) an increase in the supply of excellent schools; (5) rejection of classroom methods that have been proven not to work and programs parents do not want; (6) improved teacher/subject content knowledge; (7) alternative certification of teachers; (8) high pay for great educators and no pay for incompetents; (9) emphasis on classroom instruction and funding for instruction; and (10) parent participation and the involvement of other caring adults. A list of the signatories of the manifesto is attached. (SLD)

ED 422 456 UD 032 516

Forging New Identities: Young Refugees and Minority Students Tell Their Stories. Views from London and Amsterdam.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Foreign Countries; *High School Students; High Schools; Immigrants; Minority Groups; Racial Differences; *Refugees; *Second Language Learning; *Student Attitudes; Urban Youth
IDENTIFIERS- England (London); Netherlands (Amsterdam)

This document is a collection of writings by refugee and minority children from the George Orwell School in London (England) and the Montessori College in Oost, Amsterdam (the Netherlands). About one-third of the students at the George Orwell School, were refugees. These students were aged 11 to 16 years old. About 30 to 40% of the students at the Montessori College were refugees. These students were 12 to 19 years old. All of the students who contributed these narratives were in the process of learning a new language and beginning life in a new country, coping with a new culture and with racism, and having left family and friends behind. Their narratives are divided into: (1) "The Country Where I Used To Live"; (2) "Family and Friends"; (3) "Life in a New Country"; (4) "School"; (5) "Aspects of Identity: Culture, Language, and Religion"; and (6) "The Future." Notes for teachers are included, with some activities for discussions and student worksheets. It is noted that the publication will assist British curriculum Key State 3 and 4 teachers in the delivery of the general requirements for English and can be used to meet General National Vocational Qualification requirements. A map of contributors' countries and regions of origin is included. (SLD)

ED 422 457 UD 032 517

Meier, Daniel R.
Learning in Small Moments: Life in an Urban Classroom. The Practitioner Inquiry Series.

Environment; Cooperation; Curriculum Development; Educational Research; Elementary School Curriculum; *Elementary School Students; Intermediate Grades; *Interpersonal Competence; *Prosocial Behavior; Social Attitudes; Student Attitudes

This action research project implemented and evaluated a program for improving social skills in order to increase cooperative behavior among elementary school students. The targeted students were from a fourth- and a sixth-grade classroom in a middle-class suburban community. The lack of social skills development interfered with positive interaction among peers in the classroom, as documented by means of teacher observation, teacher checklists and student surveys. Probable cause data was analyzed, revealing that students lacked a traditional family setting in which there was little parent-student bonding. The data also revealed a significant negative influence of television role models. Solution strategies were analyzed, and two intervention strategies were chosen and implemented: prosocial signs and sayings to promote values, and strategies for teaching social skills to increase the positive behavior and prosocial classroom environment. Post-intervention data indicated an increase in cooperative behavior. Positive interaction among peers was increased by improved social skill development. (Contains 25 references, a teacher checklist, and a copy of the student survey.) (JPB)

ED 422 089 PS 026 764

Menendez, Susana; Hidalgo, Ma Victoria
Partners and Parents: Developmental Changes in Marital Relation during the Transition to Parenthood.
PUB DATE- 98
NOTE- 5p.; Poster presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth; Child Rearing; Family Income; Family Relationship; Foreign Countries; *Life Events; *Marital Satisfaction; *Marriage; Stress Variables

This study investigated changes in marital relations during the transition to parenthood, including changes in the stability and quality of the relationship and in marital support. Subjects were 95 families studied from the beginning of the mother's pregnancy until the children were 10-12 months old. Parents differed in previous parental experience, education level, and mother's job status. Findings showed a relative decrease in several aspects of married life, but confirmed an important developmental stability. Demographic variables were found to affect the amount of change in the marital relationship. Families with non-working mothers and those with lower education levels experienced greatest decrease in relationship quality. (Contains four tables.) (JPB)

ED 422 090 PS 026 765

DeDobbelaere, Joni; Leaf, Kristie; Ziegler, Ursula
Improving Behavior through Social Skills Instruction.
PUB DATE- 98
NOTE- 76p.; Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

DESCRIPTORS- Elementary Education; *Elementary School Students; *Measurement Techniques; Measures (Individuals); Motivation; Personality; *Preschool Children; Preschool Education; *Student Motivation; *Toddlers

IDENTIFIERS- Emotional Expression; *Mastery Motivation

Mastery motivation is an inherent force that stimulates exploration of the environment and attempts at mastering moderately challenging tasks. It is important to develop good measures of this motive because there is evidence that indicators of task orientation are predictors of later school success, and no doubt mastery motivation is a precursor of achievement motivation. This overview introduces four papers related to three independent research projects, with ethnically and geographically diverse samples: one with toddlers, one with preschools, and one with young elementary school children. Each study used an age-appropriate version of the revised Dimensions of Mastery Questionnaire, mastery tasks, and other project-related measures. This overview concludes that the results of the studies provide support for the use of these instruments to assess an important aspect of early childhood functioning, but also indicate the need for caution in use with certain ethnic groups and with young children. Five advances in mastery motivation research are then identified: (1) identification of the expressive aspect of mastery motivation; (2) manifestation of mastery motivation in multiple domains; (3) separation of motivation from competence in the assessment of mastery motivation; (4) refinement of the paper-and-pencil measure of mastery motivation; and (5) expansion of the age groups studied. (KB)

ED 422 107 PS 026 812

Morgan, George A.; Yang, Raymond K.; Griego, Orlando V.

Mastery Motivation in Preschool Children: Relations to Aggression and Hyperactivity.

PUB DATE- 98

NOTE- 10p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998). Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (AERA) (Chicago, IL, March 24-28, 1997). For other "Mastery Motivation" papers, see PS 026 811-815.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aggression; Attention Deficit Disorders; Child Behavior; Construct Validity; *Hyperactivity; Mothers; Multitrait Multimethod Techniques; Parent Attitudes; Persistence; Personality; Physical Activity Level; *Preschool Children; Preschool Education; *Student Motivation

IDENTIFIERS- Impulsiveness; *Mastery Motivation

A multimethod, multitrait approach was used to examine the relations of aggression and hyperactivity to mastery motivation in preschool children. Parallel measures of multiple facets of mastery motivation were devised from findings in two studies: (study 1) a maternal report questionnaire for 332 twins, ages 3-5, recruited from the twin registry in a Western state; and (study 2) behavioral observations and ratings by trained preschool personnel from the Bethesda Longitudinal Study for 152 normally developing, middle to upper income children during their first 3 years. The findings from both studies indicated that high involvement in and/or vigor at gross motor tasks was associated with high activity, impulsivity, and aggression in

the Child
This study examined Bulgarian students', teachers', and parents' attitudes toward children's rights to education as set forth in the United Nations Convention on the Rights of the Child. The data come from a pilot micro-project on respecting and promoting the child's right to education in the present Bulgarian socioeconomic context. The project combined empirical research with workshops and discussions specifically designed for the population concerned: high school students and their teachers and parents. The project was also stimulated by a national program "Children at Risk" initiated by the Bulgarian Association of School Psychologists. Study subjects were 111 ninth- and tenth-graders from two public secondary schools in Sofia, Bulgaria, and their teachers and parents. A questionnaire was administered covering: (1) the meaning subjects assign to the right to education; (2) attitudes toward specific articles of the Convention, and Bulgarian schools' and institutions' roles in promoting children's right to education; and (3) subjects' participation in discussion on the topic. Results showed that most students associate the "right to education" with the exercise of their "rights in education," namely the freedom of choice, respect for individual's views, and being allowed to express one's opinion in school matters. This may explain students' general disappointment in the schools revealed by the data. Adults focused on educational possibilities. There was a great similarity between subjects' subjective perception of the right to education and the approved international standards in the field. (Contains 11 references.) (EV)

ED 422 124 PS 026 862

Lauderdale, Katherine Lynn, Ed.; Bonilla, Carlos A.
Hello Parents, Where Are You? A Teachers' Call for Involvement.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; Family Involvement; Family School Relationship; High Risk Students; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Private Education; Public Education; *Teacher Attitudes

For many years, efforts to improve public schools centered on increased funding, teacher training, tougher curriculum (fewer electives, more math and science), and stiffer graduation requirements. But, from all of these attempts at reform, a basic concept became clear to the nation's educators: major reform of the public schools will not occur unless parents are made an integral part of the system. This primer was written to answer the question of how to bring about parents' involvement in their children's education. Each chapter, written by different contributors, covers a particular aspect of parental involvement in education. Chapters are: (1) "Environments that Affect Parental Involvement" (Mark Elin); (2) "Parental Involvement in Education: A Simple Primer" (Carlos A. Bonilla); (3) "Hello Parents. . . Where Are You? The Teachers' Perspective" (Steve Sue); (4) "Can You Help Save a Child? At-Risk Youth and Parental Involvement" (Michael Ann Leary); (5)

life of its primary school illustrates the workings of cultural production. The majority of Koori male and female students exhibited oppositional stances in two categories: subtle and passive work avoidance such as copying from others, sharing work, or off-task behavior, and more open resistance such as classroom disruption, work refusal, and truancy. This resistance was established as early as the first year of schooling and persisted through the senior classes in spite of teaching style or discipline. High resistance was correlated with low academic achievement. Inner-city community factors contributing to oppositional behavior include poverty, alcoholism, drugs, family stress, poor health, and crime. Another contributing factor is the indigenous concept of shame, or losing face. Students could be shamed by not knowing answers, being wrong when questioned, or not being able to cope with classroom assignments. No shame was associated with quitting school. Case studies present typical crisis situations in which oppositional behavior created clashes between students and staff. There was little evidence differentiating the behavior of males and females, but the consequences of a final rejection of schooling did have gender implications. Conclusions show that students' responses to their schooling and education were collective social and cultural processes profoundly influenced by intersecting issues of context, ethnicity, social position, and gender. (Contains 17 references.) (SAS)

ED 422 141 RC 021 610

Whitfield, Patricia T.; Klug, Beverly J.
Nurturing the Seventh Generation: A Three-Year Ethnographic Study of Native Americans Who Would Be Teachers.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Biculturalism; Cultural Influences; *Culturally Relevant Education; Elementary Secondary Education; Ethnography; Higher Education; Nontraditional Students; *Preservice Teacher Education; Preservice Teachers; *Student Experience; *Teacher Education Programs
IDENTIFIERS- *Heritage College WA; Native Americans; Student Support Services; Yakima (Nation)

The Knight Scholars Program--a collaborative project between Heritage College (Washington), three local school districts, and one tribal school--aimed to increase the number of Native American teachers in Washington. The project sought to develop programs to facilitate the teacher preparation of Native American instructional aides and to assist candidates in understanding and addressing the special problems faced by Native American students in K-12 settings. This paper examines factors that contributed to the academic and professional success or failure of 17 Native American teacher-aspirants (Knight Scholars) selected from paraprofessionals in 4 cooperating school districts. These individuals represented varying degrees of acculturation (traditional, acculturated, and bicultural), and 90 percent were low-income. Primary project strategies included: (1) integrating opportunities for education majors to investigate the impact of multigenerational

(020),Translations (170)
DESCRIPTORS- *American Indian Education; *American Indian Languages; *Canada Natives; Descriptive Linguistics; Foreign Countries; *Language Maintenance; *Language Planning; Language Usage; Sociolinguistics
IDENTIFIERS- Endangered Languages; *Language Policy; *Quebec

This book provides an overview of the history, present circumstances, and future prospects of the native languages of Quebec: Abenaki, Algonquin, Atikameku, Cree, Inuktitut, Micmac, Mohawk, Montagnais, and Naskapi. Chapter 1, "The Situation of Aboriginal Languages in the Americas" (Jacques Maurais), discusses the linguistic demography of American Indian languages, language endangerment and extinction, the history of language repression, legal protections, socioeconomic and educational characteristics of Aboriginal speakers, and potential solutions for language maintenance. Chapter 2, "The Aboriginal Languages of Quebec, Past and Present" (Louis-Jacques Dorais), examines the language families (Eskimo-Aleut, Iroquoian, and Algonquin) of Quebec's nine Native languages; their history; present geographic distribution of the nine languages; and details of language usage and education. Chapter 3, "Aboriginal Language Policies of the Canadian and Quebec Governments" (Francois Trudel) describes government policies on Native education since 1867 and government actions supporting language preservation since the 1980s. Chapter 4, "The State of the Art in Linguistic Research, Standardisation and Modernisation in Quebec Aboriginal Languages" (Lynn Drapeau), describes linguistic resources developed for the nine languages, including serial publications, dictionaries, other reference works, conferences, writing systems, and teaching manuals and materials. Chapter 5 presents grammatical sketches of Mohawk (Marianne Mithun), Montagnais (Danielle Cyr), and Inuktitut (Ronald Lowe). Chapter 6 contains the comments of Aboriginal speakers on the future of their languages: Algonquin (Molly Kistabish), Atikameku (Marthe Coocoo), Cree (James Bobbish), Huron (Linda Sioui), Inuktitut (Taamusi Qumaq), Micmac (Romeo Labillois), Mohawk (Myra Cree), Montagnais (Marcelline Picard-Canape), and Naskapi (Agnes Mackenzie, Bill Jancewitz). Chapter 7, "The Aboriginal Languages in the Perspective of Language Planning" (Lynn Drapeau, Jean-Claude Corbeil), discusses language maintenance strategies for families, communities, and schools. (Contains an extensive bibliography and an index.) (SV)

ED 422 157   SE 060 503

Shanebrook, J. Richard
Energy.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Curriculum; Course Content; *Ecology; *Energy; Energy Management; *Environmental Education; Higher Education; *Natural Resources; Physics; *Science and Society; Science History; Secondary Education; Teaching Guides; Technology

This document describes a course designed to acquaint students with the many societal and technological problems facing the United States and the world due to the increasing demand for energy. The course begins with a writing assignment that involves readings on the environmental philosophy of Native

Mathematics Instruction; *Number Concepts; Puzzles; Resource Materials

The National Council of Teachers of Mathematics (NCTM) recommended the use of calculators in the classroom in 1989. While calculators are more readily available in classrooms today than they were a few years ago, the recommendation is rarely followed in elementary grades. One of the reasons for this is a lack of appropriate classroom materials. This book provides tested lessons in which calculators play the role of tools helping to solve mathematical problems. Sections include: (1) Counting and Numbers; (2) Money; (3) Puzzles and Games; (4) Measuring; (5) Science; (6) Constructions; (7) Pythagorean Theorem; (8) Miscellaneous Activities; and (9) Learning How To Use a Calculator. (ASK)

ED 422 181   SE 061 748

Great Minds? Great Lakes!
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Elementary Education; *Environmental Education; History Instruction; *Interdisciplinary Approach; Learning Activities; Natural Resources; *Pollution; Science Education; Social Studies; Teaching Guides; Water; Water Quality
IDENTIFIERS- Environmental Protection Agency; *Great Lakes

This book contains lesson plans that provide an integrated approach to incorporating Great Lakes environmental issues into elementary subjects. The book is divided into three subject areas: (1) History, which includes the origins of the Great Lakes, Great Lakes people, and shipwrecks; (2) Social Studies, which covers government, acid rain as a shared problem, and the lakes as a natural resource; and (3) Environmental Sciences, which is presented through a read-aloud story about the journey of a research vessel called Lake Guardian. The final section discusses science issues including the hydrologic cycle, wetlands, biomagnification, recreational activity as a source of pollution, surface runoff, groundwater, industrial runoff, and mayflies. Each section contains background information, discussion points, and a variety of hands-on activities designed to illustrate the major points of each lesson. The final section also contains vocabulary words. The lesson plans in each section are designed to interrelate with each other to demonstrate how environmental issues cannot be isolated from other issues such as population and industry. A map of the Great Lakes for photocopying, a bibliography, and a references page for further resources are also included. (PVD)

ED 422 182   SE 061 751

The Environmental Education Collection: A Review of Resources for Educators. Volume 2.
PUB DATE- 98
NOTE- 131p.; For Volume 1, see ED 416 079.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Books (010)
DESCRIPTORS- Activity Units; Audiovisual Aids; Curriculum Enrichment; Curriculum Guides; Ecology; Elementary Secondary Education; *Environmental Education; *Instructional Material Evaluation; *Interdisciplinary Approach; Science Education;

including educational outcomes and qualitative changes in teaching methods and curricula. The paper investigates the impact of transition on education by identifying emerging empirical trends in access, financing, and delivery of education in the countries of Albania, Bulgaria, the Czech Republic, FYR Macedonia, Hungary, Poland, Romania, Slovakia, and Slovenia. Section 1 examines changes in access to education, as measured by trends in enrollments across education levels. Section 2 discusses the links between labor market developments and the education sector, highlighting the impact of structural shifts in employment on education. Section 3 discusses financing of education, describing changing financing mechanisms and trends in expenditures. Section 4 analyzes the changing situation for teachers in the region. Section 5 summarizes main findings and proposes directions for further research. (EH)

ED 422 205   SO 028 743

Long, Michael; McKenzie, Phillip; Sturman, Andrew
Labour Market and Income Consequences of Participation in TAFE. ACER Research Monograph No. 49.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Comparative Education; Economic Impact; Educational Policy; Foreign Countries; Income; Job Skills; *Labor Force Development; Postsecondary Education; *Technical Education; *Vocational Education; Womens Studies
IDENTIFIERS- *TAFE (Australia)

This paper addresses the economic impact in Australia of vocational and technical training, particularly the economic outcomes of participation in vocational education and training. Two cohorts are examined, one born in 1961 and the other in 1965. Educational attainments and take-home earnings are reported and analyzed for each group when they were aged 25. Compared with graduates of higher education, those who successfully completed an apprenticeship or some other Technical and Further Education (TAFE) qualification come from a broader range of social and economic backgrounds. Only with regard to gender and its relationship to apprenticeship qualifications can TAFE be termed exclusive. TAFE provides an avenue of opportunity for those who have been less successful in school and who have left school without completing Year 12. Those males completing an apprenticeship had higher take-home earnings. Too few cases in either cohort allowed conclusions to be drawn about the effect of completion of an apprenticeship on take-home earnings for females in full-time employment. Further research is necessary to determine long-term, wide-spread effects of TAFE. A 39-item bibliography concludes the volume. (EH)

ED 422 206   SO 028 744

Laney, James D.; Wimsatt, T. Joy; Moseley, Patricia A.
Teachers' Impressions of YESS!/Mini-Society Before and After Program Implementation: An Action Research Report.
PUB DATE- 97
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

education. To a lesser degree this influence is seen in social studies and language arts instruction. The paper outlines how the STS movement currently is advanced in science education, social studies, and technology education. The paper describes the move toward standards-based instruction and how technology components are seen in the standards movements. Current curriculum initiatives are discussed including National Science Foundation funded projects such as "Technology for All Americans" and "Discovering Science and Technology through History." The paper concludes with a discussion about the perennial challenges of educational reform and future implications. (EH)

ED 422 229   SO 029 092

Medina, Suzanne L.
Facilitating the Research Paper Process: A Guide for the Social Science Instructor.
PUB DATE- 94
NOTE- 32p.; Paper presented at the Annual Meeting of the National Social Science Association (Las Vegas, NV, April 11-13,1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Higher Education; *Library Research; *Research Papers (Students); *Social Science Research; Student Research; Undergraduate Study; Writing Assignments
IDENTIFIERS- *California State University Dominguez Hills

This paper describes the approach used successfully at California State University, Dominguez Hills, to instruct college students in the research paper writing process. To achieve the results, the instructor followed a specific set of steps during a class meeting set aside for this specialized training. This paper details each step in the instructional process. By using this outline as a guide, student researchers are guided through the term paper writing process with the hope of significantly increasing the quality of term papers. (EH)

ED 422 230   SO 029 093

Sedar, Scott
The Use of Music and Creative Movement as a Tool in Language Development in Elementary Children: A Review of Related Literature.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Creative Expression; Elementary Education; *Elementary School Students; *Language Acquisition; *Language Skills; Motor Development; Movement Education; *Music; *Music Education; Psychomotor Skills

This review examines 20 journal articles and three papers related to the use of music and creative movement to teach language. The paper considers the evidence of a possible shift away from separating these arts from core subjects in the schools. Both historic and experimental field research is assessed in light of ideas found in Broudy (1990), Mead (1996), Pellegrini and Galda (1993), and Goolsby (1984). Advice to the practitioner takes the form of integrated, multi-disciplinary, or multiple intelligence programs by Campbell (1995), Burnaford (1993),

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *African History; *African Studies; Culture; Developing Nations; Foreign Countries; Geography; Global Education; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; Sustainable Development
IDENTIFIERS- *Africa

This book was designed with activities for students in grades 7-12. The activities increase student awareness about Africa and dispel misconceptions about Africa. Values and cultures in Africa, the role of Africa and Africans in the global system, human and geographic diversity, and current issues confronting Africa are topics addressed. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Mapping Africa"; (3) "Perception"; (4) "Tradition vs. Modernization"; and (5) "Role in Global Community." A concluding "Sources" section provides additional information for study. (EH)

ED 422 256 SO 029 164

Lamy, Steven L.; And Others
Teaching Global Awareness with Simulations and Games. Grades 6-12.
PUB DATE- 94
NOTE- 154p.; For earlier edition, see ED 214 838.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Awareness; Culture; Development; *Educational Games; Foreign Countries; *Global Education; Intermediate Grades; Junior High Schools; *Multicultural Education; *Simulation; Social Studies

This book was designed with activities for students in grades 6-12. The activities are to increase student awareness about the world and the interconnectedness of its people. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Development and Technology"; (3) "World Trade and Interdependency"; (4) "Politics"; and (5) "Human Rights." A sources section provides additional information for study. (EH)

ED 422 257 SO 029 166

Byrnes, Ronald S.
Exploring the Developing World: Life in Africa & Latin America.
PUB DATE- 93
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; *African History; *African Studies; Cultural Awareness; Culture; Developing Nations; Foreign Countries; *Global Education; Latin American Culture; *Latin American History; Multicultural Education; Secondary Education; Social Studies
IDENTIFIERS- *Africa; *Latin America; Latin American Studies

This book was designed with activities for students in grades 9-

DESCRIPTORS- Diversity (Student); Educational Change; Educational Quality; Elementary Secondary Education; Professional Development; Program Evaluation; *Staff Development; Teacher Competencies; *Teacher Improvement; Teachers; Teaching Skills
IDENTIFIERS- Teacher Knowledge

This is the first report from a 3-year evaluation of Part B of the Eisenhower Professional Development Program, the U.S. Department of Education's single largest investment dedicated to developing teachers' knowledge and skills. The report presents 10 emerging themes about the program resulting from exploratory case studies of 6 school districts conducted in 1997. The case studies involved onsite visits, interviews, and focus groups with key players. Information is presented in six sections: (1) Introduction; (2) Types of Professional Development Activities Supported with Eisenhower Funds and their Connection to High-Quality Professional Development; (3) The Relationship Between the Eisenhower Program and Other Education Programs; (4) The Participation of Teachers of Diverse Student Populations; (5) Planning and Tracking Progress of the Eisenhower Program and the Role of Performance Indicators; and (6) Conclusions and the Implications for Subsequent Phases of this Evaluation. Results suggest that district officials are aware of some key elements of high quality professional development, including the importance of aligning professional development with high standards. They are moving toward funding more activities that fit current conceptions of high quality. However, reports from district administrators, teachers, and professional developers raise many questions that must be addressed. Three appendixes offer Eisenhower Program performance indicators; an overview of the evaluation of the Eisenhower Program; and selection criteria for sites and focus group participants. (Contains 47 references.) (SM)

ED 422 277   SP 038 064

Clark, Richard W.
Professional Development Schools: Policy and Financing. A Guide for Policymakers.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; Cost Effectiveness; *Educational Finance; Elementary Secondary Education; Higher Education; *Policy Formation; Preservice Teacher Education; *Professional Development Schools; Program Effectiveness; Teacher Improvement

This guide helps advance professional development schools (PDSs) in assisting the simultaneous renewal of teacher education and schools, offering concrete suggestions regarding the financing and policies needed for PDSs. The publication offers information to help people make informed decisions concerning the laws, regulations and finances of PDSs. The following subjects are addressed: (1) What Are Professional Development Schools? (2) What Are the Major Benefits of Professional Development Schools? (3) What Are the Major Problems Facing Professional Development Schools? (4) What Approaches Should Be Taken To Finance PDSs? (5) What Policies Are Needed? (6) Start-up and Operating Costs for Professional Development Schools collaborative research between an American and an Israeli teacher education program and a collaboration within each country between the teacher education program and its elementary professional development school (PDS). Mentors received training in cognitive coaching and participated in ongoing dialogue. Data collection in each country involved observations, conversations, and end-of-year questionnaires which investigated the benefits of mentoring for mentors. In each country, reflection sessions with mentors shared data that had been collected from their peers abroad. Results indicated large differences between American and Israeli mentors in their perceptions of what they gained from the mentoring experience. Both groups believed that the mentoring experience influenced their work in the classroom. Mentoring also influenced both groups' professional and private lives beyond the classroom. The dialogue meetings and reflection sessions were the most important components in developing awareness and understanding of mentors' roles in the PDS. Mentoring required a long time to develop, with teachers coming to grips with their new roles after spending time (often years) in the process. All mentors acknowledged the crucial role of training in cognitive coaching for their mentoring activity. (Contains 38 references.) (SM)

ED 422 295 SP 038 085

Pryor, Sherrill Evenson; Mader, Cynthia E.
Gender Equity Instruction in Teacher Education: What Do Students Learn? What Do Faculty Teach? What Are the Influences?
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; Higher Education; Preservice Teacher Education; Preservice Teachers; *Sex Fairness; *Student Attitudes; *Teacher Attitudes; *Teacher Education; Teacher Influence

This study examined preservice teachers' perceptions of gender-related knowledge sources, faculty attitudes, and preferred curricular approaches in gender-equity instruction. The study also examined faculty perceptions of facilitators and barriers to gender-equity instruction. Participants were 758 preservice teachers at three universities and 247 teacher education faculty members in 29 preservice teacher education programs. Both groups responded to open-ended questions on the subject. Students identified sources of knowledge of gender-equitable classroom practices, and faculty identified their preferred curricular approach to gender-related instruction and ranked 10 factors facilitating instruction. Student responses revealed the power of classroom instruction to positively and negatively influence their knowledge. Many students relied on self-education, nonacademic sources, and real life experiences to learn about gender-equitable practices. Teacher education classes were the most common source of students' knowledge of gender-equity classroom practices, and women's studies courses were the least common source. There was strong faculty support for inclusion of gender gender-equity instruction and clear preferences for factors likely to increase such instruction. Almost 78 percent of the faculty said that gender-related instruction should be integrated throughout the curriculum. The most frequently chosen facilitator of gender-equity instruction which teachers and their unions can exercise more responsibility for improving teacher performance and terminating the services of teachers who do not perform well after receiving assistance. Chapter 1 introduces the book. Chapter 2 examines peer review in operation. Chapter 3 analyzes challenges that peer review presents to conventional union/management relations. Chapter 4 examines the claim that peer review is a major step toward teacher professionalization. Chapter 5 shows how unions that adopt peer review try to meet their obligation to provide due process for teachers facing termination. Chapter 6 examines the costs of peer review. Chapter 7 reviews labor/management relations at a Tennessee Saturn automobile plant to assess their feasibility in public education. Chapter 7 notes similarities and differences between K-12 and higher education peer review. Chapter 8 discusses the union stake in peer review. Chapter 9 summarizes positive and negative features of peer review, concluding that its potential is vastly overrated, and it is likely to create a host of problems. Chapter 10 discusses features of new unionism that are needed for unions to play a positive role in promoting teacher quality and welfare. Five appendixes present information on peer review in Toledo schools. (SM)

ED 422 314 SP 038 110

O'Connor, Evelyn A.; Fish, Marian C.
Differences in the Classroom Systems of Expert and Novice Teachers.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Classroom Environment; *Classroom Techniques; Communication Skills; Elementary Education; Elementary School Teachers; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- *Experienced Teachers; Flexibility (Attitude); Flexibility (Teacher)

This study investigated whether there were differences between classrooms of expert and novice elementary teachers, examining whether teaching experience would affect flexibility in the clasroom, whether teaching experience would influence communications between all members of the classroom, and whether teaching experience would affect the degree of cohesiveness in the classroom. A group of 35 experienced and 35 novice elementary teachers from New York State schools participated. Researchers conducted observations and videotaped the teachers. For each teacher, one 50-minute observation included use of the Classroom Systems Observation Scale (CSOS), an instrument that determines the level of flexibility, communication, and cohesion evident in the elementary classroom. Results indicated that expert teachers' classrooms had significantly higher levels of flexibility within the balanced range of functioning than novice teachers' classrooms. Expert teachers also had a significantly higher level of communication on the CSOS than did novice teachers. However, there was no difference between the groups on the dimension of cohesion. An appendix presents sample items from the CSOS. (Contains 35 references.) (SM)

(141)
DESCRIPTORS- *Achievement Gains; *Cohort Analysis; *Educational Trends; Elementary Education; *Elementary School Students; Grade 4; Grade 8; International Studies; *Mathematics Achievement; National Surveys; Science Education
IDENTIFIERS- *National Assessment of Educational Progress; Third International Mathematics and Science Study

The Third International Mathematics and Science Study disclosed that while U.S. students did well in the fourth grade in comparison with students from other countries, they had slipped considerably by eighth grade. This study was conducted to see what could be learned about achievement growth between grades 4 and 8. Achievement growth was investigated using the National Assessment of Educational Progress (NAEP), which has been redesigned so that it is possible to track cohorts of students and to determine the value-added in terms of education between fourth and eighth grades. When NAEP cohort records were examined, it was found that the average NAEP scores of students are slightly higher today than those of students of 20 or 25 years ago, but the same is not true of cohort growth between grades 4 and 8. Cohort growth is the same as, or lower than, it was for the earliest period for which data are available. When individual states are studied, there is little cohort growth between the fourth and eighth grades. Measuring and examining cohort growth has the potential to provide a new and important dimension in understanding trends in educational achievement. Research must then determine the factors related to cohort growth changes. (Contains 5 tables and 11 figures.) (SLD)

ED 422 332 TM 028 878

Bott, Paul A.
Testing and Assessment in Occupational and Technical Education.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Essay Tests; *Evaluation Methods; Grading; Learning; Measurement Techniques; Objective Tests; *Occupational Tests; Postsecondary Education; Scoring; Secondary Education; *Student Evaluation; Teacher Made Tests; Teaching Methods; Technical Occupations; Test Construction; *Test Use; Vocational Education; *Vocational Education Teachers

This book is designed to provide the occupational teacher with knowledge of the basic principles and methods of measurement, test construction, and evaluation that can be applied in the classroom and used to assess student progress. Because no one occupation receives most of the attention, the book can be readily used in general occupational teacher preparation courses as well as in those specific to one subject. Specific methods that can be used to assess student progress are described and explained, and emphasis is placed on methods of testing for mastery of content and the specific kinds of items used in those tests. The following chapters are included: (1) "Concepts of Testing and Measurement"; (2) "Principles of Learning and Teaching"; (3) "The Purposes of Tests in Schools"; (4) "Qualities of Good Tests"; (5) "Teacher-Made Tests"; (6) "Constructing True-False Items"; (7) "Constructing Multiple-Choice Items"; (8) "Constructing Completion Items"; (9) "Constructing Matching Items"; (10) "Constructing Essay Items";

using weighted and unweighted scores. Twenty rates were randomly selected from a group of 87 operational raters contracted to rate essays as part of the 1993 field test of the Georgia High School Writing Test. All of the raters rated the complete set of 375 essays written by high school students. Each essay was scored on four domains and a statewide committee assigned the following judgmental weights (in parentheses) to each of the domains: content/organization (4); style (2); conventions (2); and sentence formation (2). The total scores and domain scores in the unweighted and weighted forms were dependent variables, while rater and gender were the independent variables. Results from the analysis of variance and multivariate analysis of variance analyses indicated significant rater and gender differences using both weighted and unweighted domain and total scores. The univariate rate/gender interaction effect was not significant, but the multivariate rater/gender effect was significant. (Contains 2 tables, 7 figures, and 34 references.) (Author/SLD)

ED 422 350 TM 028 902

Gyagenda, Ismail S.; Engelhard, George, Jr.
Applying the Rasch Model To Explore Rater Influences on the Assessed Quality of Students' Writing Ability.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; Essay Tests; Evaluators; High School Students; High Schools; *Item Response Theory; State Programs; Testing Programs; *Writing Tests
IDENTIFIERS- Domain Knowledge; FACETS Computer Program; *Rasch Model; *Rater Effects

The purpose of this study was to describe the Rasch model for measurement and apply the model to examine the relationship between raters, domains of written compositions, and student writing ability. Twenty raters were randomly selected from a group of 87 operational raters contracted to rate essays as part of the 1993 field test of the Georgia High School Writing Test. Each rater rated the complete set of 366 essays written by high school students and each essay was scored on 4 domains: (1) content and organization; (2) style; (3) conventions; and (4) sentence formation. The Rasch model-based FACETS computer program (J. Linacre and B. Wright, 1994) was used to examine whether there were statistically significant differences in rater severity and domain difficulty, and to explore the rater by domain interaction effect. Results indicate significant differences between raters, between domains, and a significant interaction effect between raters and domains. (Contains 4 tables, 8 figures, and 20 references.) (Author/SLD)

ED 422 351 TM 028 903

Hanson, Bradley A.; Bay, Luz; Loomis, Susan Cooper
Booklet Classification Study.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-

between the local and the global can be created from the ground of educational relationships between teachers and their students and from educational inquiries about how to improve practice. It is necessary to hearing how living teachers, students, and researchers are creating their own living educational theories as they work at living their values more fully in their practice. Another question is whether new technologies imply the possibility of recasting the focus, tempo, or interactivity of research approaches. The new technologies are already transforming the conduct and presentation of educational research and its interactivity. Collaboration among researchers has been facilitated by e-mail and the Internet. A final question is whether political changes in the ways in which we are governed open up or close down new possibilities for educational research. This question is discussed in the context of: (1) funding; (2) university power relations, creative tension, and original research; and (3) the influences of journal editors and research committees. Individuals who are creating their own living theories are postparadigmatic in the sense that they are creating theories of their singularities in their social contexts. They are often doing this within contexts that support paradigmatic views of educational knowledge. (Contains 35 references.) (SLD)

ED 422 369 TM 028 929

Whitehead, Jack
Educational Action Researchers Creating Their Own Living Educational Theories.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Educational Research; *Educational Theories; Models; *Professional Development; *Researchers; *Theory Practice Relationship; *Values

A new paradigm of educational research is presented that is grounded in the living educational theories that educational action researchers produce for their own professional learning. In this new paradigm there is no one theoretical framework. Each individual action researcher is creating his or her own living theory in the explanations for their professional learning. The living theory theses and dissertations are also characterized by the explanatory power of the values and understandings that the action researchers embody in their explanations for their own learning and which they use as the standards of judgment to test the validity of their claim to knowledge. Values is defined as those qualities that give meaning and purpose to personal and professional lives. The importance of understanding the use of values as standards of judgment in testing the validity of such claims to knowledge is that they offer new standards to academic communities for legitimating the living theory paradigm. The unit of appraisal in the living theory paradigm is an explanation, produced by the singular action researcher, of his or her own professional learning in answering and researching questions related to improving one's own practice. The modes of inquiry used in creating living theories are focused on asking, answering, and researching questions related to improvement. In constructing

IDENTIFIERS- *Multilevel Analysis; *Reform Efforts

This study explores an alternative approach to educational program and policy evaluation by using two major educational measurement/analysis methods, and illustrates their integrated applications to evaluating state reform policies. Most evaluations have been done one program at a time, but it is desirable to design evaluation research in a way that compares the effectiveness of several programs that have the same objectives but different content or function on the same set of outcome measures. Applying item response theory to policy and practice survey provides an innovative solution to objective measurement of policies and practices. In addition, multilevel analysis methods would not only provide a means for formulating school and state-level regression models simultaneously but also provide more precise estimates of the extent to which state policies affect school practices. An illustrative study of state policy examines the multilevel linkages between state policies and educational outcomes. First, objective measures of state policies are created through application of the Rasch model. Then the multilevel education policy-practice linkages are examined through the application of the hierarchical linking model. As the results illustrate, the idea of comparing two groups of states on their policy outcome measures is similar to the nonequivalent control group design. However, the research design proposed in this paper differs from the nonequivalent control group design in some significant ways: (1) treatment is not a single program, but a set of programs; (2) group exposure is a matter of degree; (3) all of the programs that constitute treatment do not have to occur between pretest and posttest; and (4) subjects examined on pretest and posttest do not have to be the same, but can be sampled independently. The proposed approach should give more flexibility for evaluation design in real-life settings, but at the same time more difficulties for interpretation of evaluation results. Some concerns are reviewed. (Contains three tables, one figure, and eight references.) (SLD)

ED 422 387 TM 028 949

Lee, Jaekyung

Missing Links in International Education Studies: Comparing the U.S. with East Asian Countries in TIMSS.

PUB DATE- 98

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Foreign Countries; Grade 8; *International Education; International Studies; Junior High Schools; *Mathematics Education; Outcomes of Education; Research Methodology; *Science Education; Tutors

IDENTIFIERS- Asia; Japan; *Missing Data; *Third International Mathematics and Science Study; United States

The Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, and most rigorous international comparison of education ever undertaken. TIMSS findings show similarities and differences in the processes and outcomes of schooling between the United States and East Asian countries, particularly Japan. This report reviews the initial findings from the TIMSS eighth-grade report, with a special students' performance and whether the estimated magnitude of the impact was different according to the proximity of the assessments to the unit taught. Also studied were whether the impact could be detected at a distal level, and whether the differences observed across types of assessments could be replicated across curricular units. This pilot study was conducted in a medium-sized urban school district in the San Francisco Bay area (California). Five schools, 7 teachers, and 163 fifth graders participated. To implement the multilevel achievement assessment, two performance assessments were selected for each unit, one close and one proximal. Distal assessments included performance assessments developed by the California Systemic Initiatives Assessment Collaborative. Preliminary results suggest that instruction had no impact on student performance. As predicted, close assessments were more sensitive to changes in student performance, while proximal assessments did not show as much impact of instruction. It was not possible to assess the sensitivity of distal assessment because no pretest-posttest data were available. High between-class variation in effect sizes suggests the need to examine the instruction students are receiving. Results were not replicated across the two instructional units. Characteristics of the close and proximal assessments seem to have a higher influence on detecting students' improvement than originally thought. Ongoing studies are discussed. An appendix contains a chart of raw score descriptive statistics. (Contains 19 references.) (SLD)

ED 422 405   TM 028 967

Bong, Mimi
Personal Factors Affecting the Generality of Academic Self-Efficacy Judgments: Gender, Ethnicity, and Relative Expertise.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For a related paper, see TM 028 941.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Ethnicity; Foreign Countries; Hispanic Americans; *Individual Differences; *Self Efficacy; *Sex Differences; Student Attitudes; *Student Characteristics
IDENTIFIERS- Academic Self Concept; *Expertise

The generality of academic self-efficacy judgments was compared between groups of students with different personal characteristics, using the sample drawn from a previous study (M. Bong, 1997) (n=383). Confirmatory factor analyses showed that boys demonstrated more comparable strengths of self-efficacy across the academic domains compared to girls, who distinguished between their verbal and math efficacy more clearly. Hispanic students made a clearer distinction between their Spanish efficacy and their self-efficacy in other verbal subjects compared to their non-Hispanic peers. In addition, students who belonged to advanced placement classes demonstrated more conservative generality of their academic self-efficacy judgments than those from regular classes. It appears that students make more context-specific judgments of their academic self-efficacy as they gain increased expertise in the academic domain. (Contains two figures and nine references.) (Author/SLD)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Diversity (Student); Educational History; *Educational Philosophy; Educational Research; *Elementary Secondary Education; *Epistemology; Ethics
IDENTIFIERS- *Dewey (John)

In education, constructivist theories of knowledge have stimulated research, especially in the fields of mathematics and science education. Less attention has been given to the implications of constructivist epistemology for the overall concepts that guide education, such as the ideals of general or civic education or about the canon. This paper considers the more fundamental levels of the debate about the educational significance of a constructivist understanding of knowledge. The main aim is to make clear the way in which a constructivist approach cannot be used. It is argued that there is no such thing as an "epistemology of knowledge construction," and that, because of this, a consistent constructivism cannot be deployed as an overarching theory about the variety of constructed points of view. The main point of reference in the paper is the educational philosophy of John Dewey. Dewey presented a transactional constructivism that can account for both the subjective and intersubjective dimensions of the process of knowledge construction in a coherent way. Although Dewey's work contains an excellent clarification of the process of knowledge construction, it is not the only constructivist paradigm. The radical constructivism of von Glasersfeld and the approach of J. Banks are discussed. The constructivist reconceptualization of education leads to an increased awareness of the ethical dimension of education as it raises awareness of the complexity of education. (Contains 46 references.) (SLD)

ED 422 423 UD 032 481

Huntsinger, Carol S.; Krieg, Dana Balsink; Jose, Paul E.
Parental Involvement in Children's Schooling: Different Meanings in Different Cultures.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Bern, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese Americans; *Cultural Differences; *Elementary School Students; Kindergarten; Kindergarten Children; Longitudinal Studies; Parent Child Relationship; *Parent Participation; Preschool Children; Preschool Education; Primary Education; *Student Attitudes
IDENTIFIERS- *European Americans

A longitudinal study involving well-educated first-generation Chinese American and European American parents and their children explored the parents' involvement in their children' schooling in the primary school years. This paper is based on data collected at Time 3 (1997). At Time 1 (1993), 40 Chinese American and 40 European American preschool and kindergarten children and their parents from the Chicago (Illinois) area participated. Ninety-four and 91% of the original families participated at Time 2 (1995) and Time 3. To determine the relative contribution of three types of parent involvement

Minority Groups; *Neighborhood Improvement; Parent Attitudes; Private School Aid; *Private Schools; School Role; *Secondary Schools; *Urban Schools; Urban Youth
IDENTIFIERS- Chicago Public Schools IL; *Illinois (Chicago)

During the 1995-96 school year, the 387 nonpublic schools of Chicago (Illinois) enrolled 104,636 students, while the 550 public schools had an enrollment of 412,921. One of every five Chicago students attended a nonpublic school. About 10% of Chicago private school students are in schools that cater to the upper and middle class, but the majority, more than 300 schools, serve working class and white collar households. Fifty-one percent of these schools are Catholic. These schools specialize in mainstreaming the urban poor, and pluralism is their hallmark. The typical Chicago nonpublic school is a neighborhood-based institution, usually associated with a local church. On the whole, these are fragile institutions operating on shoestring budgets. They strive to keep tuition down, and they struggle to pay teachers salaries that are less than they could earn in the public schools. To survive, these schools depend on a precarious combination of increasing tuition, underpaid staff, dogged leadership, low overhead, dedicated volunteers, reassuring security, and scholarships and subsidies from religious bodies. They have higher graduation rates than the public schools, and they enjoy a reputation for strict discipline, low absenteeism, negligible dropout rates, rare vandalism, and shared values. In Chicago, the diversity of these schools is noteworthy. They attract parents who desire a religiously oriented education for their children, but they also offer viable options for parents who are displeased with the public schools, but choose to live in the city. Upwardly mobile families are often willing to risk being urban pioneers if they can find an alternative to the local public school. The nonpublic schools of the city often escort students and their parents into the urban mainstream. The desirability of Chicago to families with school-age children depends in no small measure on the continuing presence of viable nonpublic schools. (Contains 5 tables and 18 references.) (SLD)

ED 422 440 UD 032 500

Soobrayan, Bobby
Teachers and Politics: A Study of Coloured Teachers in the Greater Durban Area.
PUB DATE- 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Apartheid; *Black Teachers; Elementary Secondary Education; Foreign Countries; *Political Influences; *Professional Autonomy; Questionnaires; Racial Segregation; Research Methodology; Social Class; Tables (Data); *Teacher Attitudes; *Unions; Work Attitudes
IDENTIFIERS- *South Africa (Durban)

The formation of the South African Democratic Teachers Union (SADTU) has raised a number of questions about the strategic orientation of teachers in South Africa. These questions are regarded in light of recent political and social changes in the country. Most teacher organizations are reluctant to disband in favor of the new union. The experience and political orientation of "coloured" teachers in Durban (South Africa) were studied. Section I of this report describes methodological considerations and the theoretical framework for the study.

PUB DATE- 97
NOTE- 162p.; Foreword by Deborah Meier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Beginning Teachers; *Diversity (Student); Educational Change; *Grade 1; Interaction; Males; Parent Participation; Primary Education; Professional Development; *Teacher Student Relationship; Urban Schools; *Urban Teaching

This book tells the stories of two young male first-grade teachers in an urban public school. From the perspective of a white male teacher, the book describes the complexities of establishing a personal and professional relationship with a co-teacher of different ethnicity (Hispanic American) and somewhat different philosophy, and the difficulties in understanding and improving the shared classroom. The co-teaching, job sharing arrangement was initiated by the teachers when they were graduate students who wished to teach, but could only work part-time. The class they taught was more than half African American, with mixed race and Hispanic students represented. Their school year illustrates many challenges and rewards in teaching. Many of their experiences point out ways in which educational reform could help, such as the elimination of standardized testing at the first-grade level. They point out that school reform will only be truly valuable if it matches the specific contexts and situations of teachers, students, and families. Teaching and learning in the urban setting depends on the overall quality of human interaction in the classroom. (SLD)

ED 422 458 UD 032 520

Sanyal, Bishwapriya, Ed.
Breaking the Boundaries: A One-World Approach to Planning Education. Urban Innovation Abroad Series.
PUB DATE- 90
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developing Nations; *Educational Planning; Elementary Secondary Education; *Futures (of Society); Higher Education; International Education; Needs Assessment; *Urban Planning; Urban Schools; World Views
IDENTIFIERS- *Development Education

Chapters in this collection present the views of academics and professionals from the Third World who have received their planning education in the west and who now hold posts in western urban and regional planning schools. They discuss the need for a radically changed curriculum based on a comparative, one-world approach to planning education. Through reflections and perceptive critiques of their own field, the spatial, environmental, social, design, and communications disciplines, they explore critical issues in development planning. The following essays are included: (1) "Our Approach to Planning Education--and Ourselves" (Bishwapriya Sanyal); (2) "Large Commitments to Large Objectives: Planning Education for the Twenty-first Century" (Bishwapriya Sanyal); (3) "Language and Power: Teaching Writing to Third World Graduate Students" (Louise Dunlap); (4) "The Language of Planners: A Central Issue in Internationalizing Planning Education" (Salah El-Shakhs); (5) "Beyond Taoism: Comparative Environmental Planning" (Gill-

PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Problems; Change Strategies; Childrens Literature; *Classroom Environment; Curriculum Development; Educational Research; Elementary Education; Elementary School Curriculum; *Elementary School Students; *Interpersonal Competence; *Prosocial Behavior; Social Attitudes; Student Behavior

This action research project implemented and evaluated an intervention designed to assist students in developing their social skills to enhance the classroom atmosphere. The targeted population consisted of fourth-, fifth- and sixth- grade students in lower- to middle-class suburbs of a Midwestern city. Off-task, verbal and physical inappropriate behaviors were documented weekly by means of teacher observation checklists and comments, student surveys, and student journals. Analysis of this data revealed that increased class size, student mobility, teacher training, and a failure to teach students moral and social skills may contribute to inappropriate student behaviors. Working parents, negative media influence, and unmet basic needs may also be contributing factors. Three major interventions were selected and implemented: direct instruction of social skills, introduction of character development analysis through literature, and cooperative learning implemented into the existing curriculum. Post-intervention data indicated an immediate, but short term, positive change in student behavior inside the classroom. However, there was no long term measurable transfer of positive student behavior outside of the classroom environment. (Six appendices include the behavior checklist, sample student behavior journal entries, student attitude and student interest surveys, a list of suggested children's literature for teaching socially appropriate values, and a behavior checklist raw date by site. Contains 21 references.) (JPB)

ED 422 091 PS 026 769

Firlik, Russell
Smaller Places for Special People?
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Attitudes; Educational Environment; *Educational Facilities; Educational Facilities Design; Elementary Education; Elementary School Curriculum; Elementary School Students; *Hidden Curriculum; *Playgrounds; Recreational Facilities; School Construction; *School Expansion
IDENTIFIERS- *Playground Design; Playground Equipment

As school enrollments increase, schools will need to expand their facilities and playgrounds. School construction and expansion is a part of the "hidden curriculum" of schools and affects children's learning processes. When school expansion is combined with the move from half day to full day kindergarten and increasing the time children spend at school, outdoor space for free play is reduced. Results of a British research study called "Special Places: Special People--The Hidden Curriculum of School Grounds" showed the importance of external environments for shaping children's learning and values. Findings included children's preference for natural environments over built environments and manufactured preschoolers. Persistence at challenging object-oriented tasks contributed negatively to predicting hyperactivity (Study 1) and impulsivity (Study 2), but did not predict activity level (Study 2), suggesting that the impulsivity aspect of hyperactivity is what is negatively associated with low task persistence. It is argued that, given the high incidence of attention deficit disorders with hyperactivity (ADHD) and aggression in school settings, it is important to study their precursors in preschoolers. Data from the two studies imply that it is important to distinguish between high activity level and hyperactivity, which includes elements of impulsivity and difficulty in maintaining attention to tasks. Teachers may misinterpret social or gross motor mastery attempts, accompanied by high activity level, as ADHD so should be cautioned not to overinterpret what they see. (Contains 11 references.) (KB)

ED 422 108 PS 026 813

MacPhee, David; Fritz, Janet J.; Miller-Heyl, Jan; Hite, Judy
Assessing Mastery Motivation in a Head Start Sample.
PUB DATE- 98
NOTE- 13p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998). For other "Mastery Motivation" papers, see PS 026 811-815.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Construct Validity; Interpersonal Competence; *Measurement Techniques; *Parent Attitudes; Parent Child Relationship; *Preschool Children; Preschool Education; Psychometrics; *Student Motivation; Test Reliability; *Test Validity
IDENTIFIERS- *Mastery Motivation; Project Head Start

Although mastery motivation appears to predict school success, individual assessment of mastery motivation is too time consuming and limits the application of this research. This study examined the psychometric properties of the Dimensions of Mastery Questionnaire (DMQ). The study focused on the validity of the measure for Head Start parents, whether it correlates with individually administered mastery tasks, and the relation of child-rearing practices with child mastery motivation. Participating were 176 Head Start children and their families from 6 rural communities in Colorado. Ten percent of the sample were Hispanic; 31 percent, American Indian; and 53 percent, Anglo. Caregivers completed a battery of questionnaires, including the DMQ, Social Skills Rating System, and three measures of child-rearing practices. The Battelle Screening Inventory was administered, and children were given mastery tasks to assess their goal-oriented mastery behavior and preference for challenge. Findings indicated that mastery motivation can be reliably reported on the DMQ by Head Start parents. The instrument had adequate interrater agreement, internal consistencies, and cross-time stabilities with these parents. The factor structure was somewhat different from the test blueprint, yet was interpretable. There were difficulties documenting the instrument's convergent validity, with the most plausible explanation being that reports of child behavior across different contexts tend not to correspond very well. The DMQ was more strongly related to parent rating of children's cooperation and assertiveness, implying that some of the scales tap an aspect of preschool social competence. (Contains 12 references.) (KB)

"How Much Is a Child Worth? Parental Involvement in Public and Private Education" (Bradford Spacek); (6) "What about the Children? Public vs. Catholic Education" (Bradford Spacek); (7) "Trickle Down Involvement: An Overview of Federal, State and Local Parental Involvement Efforts" (Marc Elin); (8) "Bridging the Gap" (Sandy Campos, Hedda Dillon, Kimberly Hearn, and Patricia Kelly); and (9) "Effective Home and School Environments" (Marc Elin). Each chapter contains references. (EV)

ED 422 125 PS 026 863

Denham, Susanne A.
Emotional Development in Young Children. The Guilford Series on Social and Emotional Development.
PUB DATE- 98
NOTE- 260p.; Foreword by Judy Dunn.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Emotional Development; Emotional Problems; *Emotional Response; *Interpersonal Competence; Interpersonal Relationship; Parent Influence; Peer Relationship; Prosocial Behavior; Social Adjustment; Socialization; *Young Children
IDENTIFIERS- *Emotional Regulation; *Emotions

This book discusses the emotional experiences of young children and explores the connections between emotions, socialization, and healthy relationships. The introductory chapter discusses the nature of emotion, emotional and social competence, and the study of young children's emotions. Chapter 2, "Emotional Expressiveness," describes patterns and developments in children's emotional expressiveness. Chapter 3, "Understanding of Emotions," explores children's growing awareness of general emotions and specific discrete emotions. Chapter 4, "Socialization of Emotional Expressiveness and Understanding," reviews evidence of parents' influence on children's emotional expressiveness and understanding. Chapter 5, "Emotion Regulation," explores new views of young children's ability to regulate their emotional expressiveness. Chapter 6, "Contributions of Emotional Expressiveness, Understanding, and Coping to Social Competence," focuses on the social accomplishments supported by young children's growing emotional competence. The final chapter, "Disruptions in the Development of Emotional Competence and Interventions To Ameliorate Them," discusses young children who develop problems in emotional competence and what can be done to help them. (Contains 429 references.) (Author/LPP)

ED 422 126 PS 026 864

Stoycheva, Katya
The School: A Place for Children's Creativity?
PUB DATE- 96
NOTE- 13p.; Paper presented at the ECHA (European Council for High Ability) Conference (5th, Vienna, Austria, October 19-22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Creative Development; *Creativity; Elementary Education; Foreign Countries; *Personality Traits; School Role; Secondary Education; Student

trauma on themselves and their students; (2) developing opportunities for project participants to put theory into practice in field-based classrooms; and (3) assisting in the development of educational planning, school/college partnerships, culturally appropriate educational programs, emphases on tribal language and culture in schooling, and college offerings to facilitate the foregoing components. Semistructured interviews with the 17 Knight Scholars, as well as a 3-year ethnographic study of the program, indicate that participants integrated 2 world views and recognized their need for Western education to become effective teachers, were proud of their own and the program's success, reported growth in self-confidence and professional competence, and saw themselves as role models and mentors for Indian youth. (Contains 20 references.) (SAS)

ED 422 142   RC 021 611

Cano, Yvonne, Ed.; Wood, Fred H., Ed.; Simmons, Jan C., Ed.
Creating High Functioning Schools: Practice and Research.
PUB DATE- 98
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Education; *Educational Environment; *Educational Practices; Educational Research; Elementary Secondary Education; Higher Education; Improvement Programs; Leadership; Organizational Climate; *Participative Decision Making; *Principals; Rural Schools; *School Administration; Teacher Education; *Total Quality Management
IDENTIFIERS- Educational Leadership

This book contains 17 papers, chosen from those presented within the last 2 years at the annual National Conference on Creating the Quality School, hosted by the Center for the Study of Small/Rural Schools at the University of Oklahoma. The papers are grouped into three sections: leadership for school improvement; classroom practices for school improvement; and innovation and continuous improvement: technology and total quality education (TQE) in school improvement. The papers include the following: (1) "Leadership Styles for Total Quality Schools" (Connie Ruhl-Smith, Bonnie M. Beyer); (2) "Perspectives on the Principal's Resolve as a Factor in Creating the Quality School" (Martin Jason); (3) "Trust: The Quality Required for Successful Management" (Martha Blake, Angus J. MacNeil); (4) "The Deliberative Opinion Caucus: Improving Quality in School Decision-Making" (Michael Connelly, Greg Moss); (5) "Conflict Resolution: An Option for Educators?" (Carolyn L. Tyree); (6) "An Intelligent Paradigm for Quality Education in Cross-Cultural Teaching and Learning Environments" (Kamal Dean Parhizgar); (7) "Collaborative Research Systemic Reform in Elementary Science Education Study" (Barbara A. Nye); (8) "Are Nongraded Programs Providing Students with a Quality Education? Some Answers from the School Success Study" (Barbara A. Nye); (9) "A Field Test of a Full Inclusion Project" (Feng S. Din); (10) "Rural School Personnel's Perception and Categorization of Children at Risk: A Multi-Methodological Account" (John Storer, Barbara L. Licklider); (11) "Quality Schools--Resilient Schools" (L. Kay Forsythe, Barbara L. Licklider); (12) "On-Line Learning and Authentic Assessment" (Lee Hodges, Riley Hodges); (13) "National Television News in Seven Districts" (Roy Nasstrom, Anne Gierok); (14) "Modeling Total Quality in the University Classroom" (Carol F. Baker); (15) "Modeling the Quality Classroom in Teacher Education" (R.

Americans and the Chernobyl catastrophe. Emphasizing the many interactions between the energy needs of humanity and the environment is the focus of this course. The introductory lectures are concerned with the nature of energy and its units of measure. A brief summary of past energy crises, a discussion of energy conservation, an examination of the environmental consequences of electric power plants, and an exploration of population growth are also discussed. Other topics examined include renewable and nonrenewable resources, elimination of wastes, and the United States National Energy Policy Plan. (DDR)

ED 422 158 SE 061 183

Napoles, Elsa; Blanco, Ramon; Jimenez, Rafael; Mc.Pherson, Yoanka
An Introduction of Finite Element Method in the Engineering Teaching at the University of Camaguey.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Engineering; *College Curriculum; Course Content; Design; Educational Strategies; *Engineering Education; Engineers; Foreign Countries; Higher Education; Postsecondary Education; Undergraduate Study
IDENTIFIERS- Cuba

This paper illuminates experiences related to introducing finite element methods (FEM) in mechanical and civil engineering courses at the University of Camaguey in Cuba and provides discussion on using FEM in postgraduate courses for industry engineers. Background information on the introduction of FEM in engineering teaching is focused on mechanical engineering and civil engineering. Links between FEM and other disciplines or subjects within the specialty are also outlined. Results suggest that: (1) universities should work together across national boundaries to develop and integrate FEM in the curriculum; (2) use of FEM can result in more efficient use of computational engineers; and (3) FEM should be employed more frequently in problem solving in engineering. (Contains a bibliography). (DDR)

ED 422 159 SE 061 355

Kesner, Miri; Hofstein, Avi; Ben-Zvi, Ruth
Reflections on Teachers' In-Service Training while Introducing a New Teaching Unit on Industrial Chemistry to the Chemistry Curriculum in Israeli High Schools.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; Concept Formation; *Curriculum Development; Foreign Countries; High Schools; *Knowledge Base for Teaching; *Professional Development; Science Education; Science Teachers; *Teacher Attitudes
IDENTIFIERS- *Industrial Chemistry; Israel

This paper reports on part of a five-year research study on the implementation of new industrial chemistry case studies into the curriculum for students majoring in chemistry in Israeli high schools. The purpose of the study was to obtain information on teachers' formal education in industrial

Wildlife
IDENTIFIERS- *North American Association for Environmental Educ

This resource guide is designed to help educators find curricula, multimedia resources, and other educational materials that can enhance the teaching of environmental education in a variety of settings. Curriculum guides and other educational materials listed in this guide were evaluated by classroom teachers, content experts, and environmental educators. Each set of materials was reviewed by at least three people. Curriculum materials included in this compendium were evaluated using the Environmental Education Materials Guidelines for Excellence developed by the North American Association for Environmental Education (NAAEE). The write-ups were designed to point out the variety of factors an educator may wish to consider when deciding which materials are most appropriate for a particular group of students and how those materials might be used most effectively. The first section of this guide highlights approximately 50 environmental education curriculum materials. Each entry contains a summary of the curriculum information about grade levels, subject areas, author, publisher, and price; comments specific to the six key characteristics of quality environmental education materials according to the Guidelines for Excellence; and a sample of quotations from the reviewers' evaluation sheets. The second section contains an annotated listing of support materials. Appendices include a curriculum matrix, publisher index, and an author/editor index. (PVD)

ED 422 183 SE 061 756

Hollister, Sarah
Totally Tree-mendous Activities: Projects To Discover the Beauty and Benefits of Trees.
PUB DATE- 97
NOTE- 43p.; Illustrated by Anna Dewdney.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Aesthetic Values; Botany; Creative Activities; Ecology; Elementary Education; *Elementary School Science; *Environmental Education; *Interdisciplinary Approach; Learning Activities; *Natural Resources; Science Education; Social Studies; Teaching Guides; *Trees
IDENTIFIERS- Massachusetts (Greenfield); Stewardship

This teacher's guide supplies information and hands-on activities to teach about trees from several disciplines. Activities are grouped into six areas that cover botany, social studies, arts and literature (aesthetics), and trees as a resource. Sections include: (1) Tree Identification, which defines trees and leaves and presents activities that are designed to help children learn to identify trees by their leaves and bark; (2) Seasonal Changes, which explores the physiology of a tree through photosynthesis, flowers and seeds, and growth and dormancy; (3) Research and Fieldwork, which discusses the history of town trees, particularly in New England, early uses of trees, and includes such research projects as estimating the height of trees, conducting local tree surveys, and simulating effects of acid rain; (4) Arts and Literature, which explores the tree as a source of inspiration in poetry, song, and art as well as its use as a natural resource in paper and dyes; (5) Benefits of Trees, which provides information about trees as a source of food, shelter, and natural beauty; and (6) Growing a Park, which describes the Greenfield Energy Park in Greenfield,

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Active Learning; Educational Change; Elementary Education; Experiential Learning; *Inservice Education; *Program Evaluation; Program Improvement; *Teacher Attitudes

This paper focuses on nine inservice elementary teachers who received training in the Youth Empowerment and Self-Sufficiency (YESS)!/Mini-Society program at the beginning of the 1996-97 school year. The purpose of the project was to explore these teachers' impressions of the program before and after program implementation. All subjects participated in a 2-day workshop to introduce the program. Each teacher completed a written questionnaire about his/her impressions of the program immediately after the workshop and again after 30 sessions of program implementation. Overall, teachers' impressions of YESS!/Mini-Society were very positive before and after program implementation. Teacher's fears/concerns centered around the complexity/sophistication of the program, the comprehensiveness of the program, and time allotments in the classroom. Recommendations are made for further training and implementation programs. Eleven tables present the findings for the questions on the survey. (EH)

ED 422 207 SO 028 759

Allen, Michael G.; Stevens, Robert L.
Middle Grades Social Studies: Teaching and Learning for Active and Responsible Citizenship. Second Edition.
PUB DATE- 98
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Citizen Participation; Citizenship; Citizenship Education; Higher Education; Inservice Teacher Education; Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Preservice Teacher Education; *Social Studies; Textbooks

This book is designed to help social studies teachers develop interdisciplinary-integrated curriculum and instruction at the middle grades. The information provided is for preservice and practicing middle grade educators and offers: (1) an overview of the historical and philosophical antecedents of social studies education; (2) a brief review of the developmental characteristics of early adolescence; (3) concrete examples of programs designed to engage students in developing the knowledge and skills for active and responsible citizenship; and (4) a range of tested ideas for challenging young adolescents with academic experiences that address their unique developmental profile. The book is divided into two sections, theory and practice, with three chapters in each section. The six chapters include: (1) "Reviewing the Past, Assessing the Present, Looking to the Future"; (2) "The Nature of the Social Studies"; (3) "Early Adolescence: A Time of Change and Transition"; (4) "Social Studies Curriculum"; (5) "Instruction in Social Studies"; and (6) "Critical Thinking Activities." (EH)

ED 422 208 SO 028 786

Banaszak, Ronald A.; Hartoonian, H. Michael; Leming, James S.
New Horizons in Civic Education. Our Democracy: How America Works.
SPONS. AGENCY- Pacific Telesis Foundation, San Francisco, CA.

Jacobs (1991), and others, including special education programs. Teacher training for integrated programs is evaluated by Leonhard (1990), Burnaford (1993) and Kite, Smucker, Steiner, and Bayne (1994). (Author)

ED 422 231 SO 029 094

Trygestad, JoAnn
Students' Conceptual Thinking in Geography.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Concept Formation; *Concept Mapping; Educational Research; Elementary Secondary Education; *Geographic Concepts; *Geography; Geography Instruction; Grade 12; Grade 6; Grade 9; *Student Attitudes

This study explores students' conceptual thinking by examining the extent and complexity of their concept identification and organization in geography. The study investigated students' conceptual thinking through identification of salient geography concepts and construction of individual concept maps at three academic achievement and grade levels. The study involved 66 geography students from the 6th-, 9th-, and 12th-grade. Results from the study indicate students' conceptual thinking in geography is reflected in their achievement and grade levels. Other variables may be important contributors to students' conceptual thinking but those were not investigated. ANOVA results indicate not only increased conceptual understanding with increased achievement and grade levels, but also with increased performance on background knowledge, concept identification, and concept map construction instruments. Correlations among knowledge questions, number of concepts, and concept mapping scores also were statistically significant. In addition, attitude towards geography was statistically significant for achievement and grade; travel experience was statistically significant for achievement. (EH)

ED 422 232 SO 029 100

Anderson, William M.; Lawrence, Joy E.
Integrating Music into the Elementary Classroom. Fourth Edition.
PUB DATE- 98
NOTE- 528p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Elementary Education; Global Approach; Interdisciplinary Approach; Multicultural Education; *Music; *Music Education; Music Teachers; *Music Techniques

This book emphasizes the importance of enriching children's lives by making music a central part of the elementary school curriculum. The book provides guidelines for elementary teachers with limited experience as well as music specialists. The book is comprehensive, covering music fundamentals as well as materials and methods for teaching music in the elementary classroom. The focus is on how children learn and presents popular, easy-to-use techniques for teaching singing, playing instruments, moving to music, creating music, and listening to music, as well as studying music from a multicultural

12. The activities are to increase student awareness about the developing African nations and the Latin American states. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Introductory Activities"; (3) "African Activities"; (4) "Latin American Activities"; and (5) "Concluding Activity." (EH)

ED 422 258 SO 029 167

Building Community - West African Style. An Interdisciplinary Unit Exploring African Culture and Our Own Culture.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Arkansas Humanities Council, Little Rock.; Arkansas Univ., Little Rock. International Center.
PUB DATE- 92
NOTE- 174p.; This teaching unit was developed by teachers and scholars participating in the ATLAS Project, a six-year project in international education coordinated by the Arkansas International Center of the University of Arkansas at Little Rock.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; *African History; African Languages; *African Studies; Area Studies; *Community; Foreign Countries; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Social Studies
IDENTIFIERS- *Africa (West)

This interdisciplinary unit is designed as an introduction to West African culture for both teachers and students who have little background about Africa. The unit provides basic concepts and a conceptual framework for learning more about West Africa. The unit is divided into four sections with 18 lessons. Several lessons are in each section. Sections include: (1) "Creating Communities"; (2) "Geography, History and Community"; (3) "How an African Community Works"; and (4) "African Arts in the Community." A concluding activity offers evaluation strategies for the unit. Appendices add a description of slides, recommended resources, and sources of books and materials on Africa. (EH)

ED 422 259 SO 029 168

White, Jan; Simmons, Diane R.
Step into Africa, K-5. Revised.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *African Culture; *African History; *African Studies; Area Studies; Cultural Awareness; Culture; Elementary Education; Foreign Countries; Geography; Global Education; Multicultural Education; *Social Studies
IDENTIFIERS- *Africa

This unit is designed for students in grades K-5. The unit provides an introduction to Africa through basic concepts and a conceptual framework for learning. The unit is divided into five sections with several lessons in each section. Sections include: (1) "Introduction"; (2) "Overview"; (3) "The World";

(offering two model schools); (7) Comparative Costs of Using and Not Using PDSs; and (8) Where Can More Information Be Obtained? (Contains 3 tables and Publications on Professional Development Schools). (SM)

ED 422 278   SP 038 066

Erickson, H. Lynn
Concept-Based Curriculum and Instruction: Teaching Beyond the Facts.
PUB DATE- 98
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Concept Formation; *Concept Teaching; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; National Standards; Preservice Teacher Education; Relevance (Education); State Standards

This book, which is for K-12 teachers, teacher educators, administrators, and staff developers, explores concept-based learning. Chapter 1, "Interpreting and Aligning National, State, and Local Standards," reviews the national content standards through a set of concept-based questions to highlight the differences between concept-based and topic-based design models. Chapter 2, "Ensuring Coherence in Curriculum," discusses critical components for a concept-process curriculum in the context of a systems design. This chapter also examines the need for a balance between process and content expectations and the requirements for each strand. Chapter 3, "Designing Integrated, Interdisciplinary Units: A General Academic Model," presents a detailed plan for designing concept-process integrated units. Examples from school districts illustrate the role of concepts in moving thinking beyond the facts and maintaining the integrity of different disciplines in the integration process. Unit planning pages show the integral relationship between critical content, essential understandings, essential questions, and student activities. Chapter 4, "Integrating Curricula in School-to-Work Designs," considers the value of a concept-process curriculum integration model in school-to-work programs, examining the concept at the elementary, secondary, and postsecondary levels. Chapter 5, "Tips from Teachers: Creating Concept-Process Integrated Units," presents ideas from teachers who break new ground in the design and implementation of idea-centered teaching and learning. (Contains tables and charts, additional resource information, a glossary, and 17 references.) (SM)

ED 422 279   SP 038 068

Player, Katie; Roker, Debi; Coleman, John
Challenging the Image: Service Learning among British Adolescents.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

was student interest, and the least frequently chosen facilitators were state licensing and national accreditation requirements. (Contains 80 references.) (Author/SM)

ED 422 296   SP 038 086

Vacc, Nancy Nesbitt; Bright, George W.; Bowman, Anita H.
Changing Teacher's Beliefs through Professional Development.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Education; Elementary School Mathematics; Elementary School Teachers; *Faculty Development; Inservice Teacher Education; Knowledge Base for Teaching; *Mathematics Instruction; Problem Solving; Skill Development; Student Role; *Teacher Attitudes; Teacher Improvement; Teacher Role
IDENTIFIERS- *Cognitively Guided Instruction; Teacher Knowledge

This study examined changes in 19 teachers' beliefs across the first 2 years of a professional development program in cognitively guided instruction (CGI). The study involved five teams of mathematics teachers and teacher educators. Teams attended professional development workshops on several occasions. Each team met monthly to discuss their progress. The teachers received a visit each month during mathematics instruction from one of the teacher educators and once each semester from a researcher and an experienced CGI teacher. Data collection occurred during the first day of the three day workshops. Participants responded to three sets of open-ended questions that examined what they believed teachers needed to know to teach mathematics effectively, what they considered the important outcomes of primary mathematics instruction, and what they considered the most important aspects of teaching primary mathematics. Participants changed their beliefs in three areas (teacher's view of children, teacher and student roles, and skill acquisition and problem solving) over the 2 years, with changes varying by category and grade level. Eight teachers continued to refer to children's needs collectively. Four teachers continued to believe that their major role was to impart knowledge to children rather than provide experiences whereby children can construct their own knowledge. Two teachers believed that skill acquisition was the most essential outcome of mathematics instruction. (SM)

ED 422 297   SP 038 087

Zhang, Liru; Vukelich, Carol
Prewriting Activities and Gender: Influences on the Writing Quality of Male and Female Students.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary School Students; Elementary Secondary Education; *Prewriting; Secondary School

ED 422 315 SP 038 111

Wilson, Jeni
The Nature of Metacognition: What Do Primary School Problem Solvers Do?
PUB DATE- 98
NOTE- 14p.; Paper presented at the National AREA Conference (Melbourne, Australia, June 29-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Elementary Education; *Elementary School Mathematics; Elementary School Students; Foreign Countries; *Mathematics Education; *Metacognition; *Problem Solving; *Thinking Skills
IDENTIFIERS- Australia

This paper discusses what metacognitive and cognitive actions elementary students make when they tackle mathematics problems. Findings are presented from the first 30 multimethod interviews conducted with Australian elementary mathematics students. Students used a set of specially designed metacognitive and cognitive action cards to stimulate responses about their thinking during problem solving. Their attempts to solve the problems were videotaped, and they were allowed to see the video after attempting to solve the problem. While watching the video, researchers had the students discuss their thinking and behavior during different moments of the problem solving process, focusing on three metacognitive functions: awareness (what they knew and had done before), evaluation (judgements regarding their thinking or strategy choices), and regulation (changes in the way they were working or plans to work the problem out). Students reported diverse metacognitive transitions and sequences when they tackled different types of problems. Most of the 30 students reported starting with the awareness function and ending with the evaluation function, which was the most frequently used function. Within the evaluation category, the most frequently reported action statement was, "I checked my answer as I was working." Most of the transitions were from regulation to evaluation. (Contains 22 references.) (SM)

ED 422 316 SP 038 112

Koo, Ramsey D.
An Analysis of the Relationship between Educational Aspiration, Cross-Cultural Sensitivity, and Field of Study of Chinese Student-Teachers at the University of Macau.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Association for Childhood Education International's Study Conference (Tampa, FL, April 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Cultural Awareness; Elementary Secondary Education; English Instruction; *English (Second Language); Foreign Countries; Higher Education; Intellectual Disciplines; Majors (Students); Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *Chinese People

This study examined the relationship among educational aspiration, cross-cultural sensitivity, and field of study of

(11) "Evaluating Manipulative Performance"; (12) "Test Construction, Administration, and Scoring"; (13) "Nontest Assessment Techniques"; (14) "Assigning Grades"; and (15) "Evaluating of Instruction." Three appendixes discuss performance examination and present item analysis and instructional evaluation forms. Each chapter contains references. (Contains 78 figures.) (SLD)

ED 422 333 TM 028 879

Upham, Dayle A.; Trumbull, Virginia H.
Making the Grade: Reflections on Being Learning Disabled.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; Educational Diagnosis; Educational Research; Elementary Secondary Education; *Emotional Problems; Higher Education; *Learning Disabilities; Learning Strategies; Life Events; Special Education; *Student Experience; Teaching Methods

This book tells the story of a child with learning disabilities who, now in her 50s, eventually obtained a Ph.D. The author records her memories of academic and social problems throughout her school and employment. Each chapter contains a "reflection" and "commentary" from the author. Every reflection is a dramatic demonstration of how it feels to be learning disabled and what the disabled child attempts to get along in school and at home. Commentary from the co-author, Virginia Trumbull, the author's mentor and an expert in special education, presents an educator's perspective and information about learning disabilities in the context of today's educational research. Coping strategies developed by the learning disabled child and strategies suggested by the educator are mentioned in the reflections and the commentaries, and a list of these coping strategies is presented as an appendix. A second appendix provides an annotated list of 18 books and journals, 15 organizations, and some materials that others have found useful in understanding and educating about learning disabilities. (Contains nine references.) (SLD)

ED 422 334 TM 028 880

Calkins, Lucy; Montgomery, Kate; Santman, Donna
A Teacher's Guide to Standardized Reading Tests. Knowledge Is Power.
PUB DATE- 98
NOTE- 199p.; Written "with Beverly Falk."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Elementary Education; *Elementary School Teachers; Norm Referenced Tests; *Reading Tests; Scores; *Standardized Tests; Test Coaching; Test Construction; *Test Interpretation; Test Results; Test Use; Test Wiseness

This book is meant to be a guide to standardized reading tests, to help teachers live with tests. Standardized, norm-referenced reading tests are a fact of life for most teachers. The suggestions in this book are drawn form the experience of

16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classification; *Cutting Scores; Discriminant Analysis; Elementary Education; Geography; Geography Instruction; *Nonparametric Statistics; Science Instruction; Sciences; Tables (Data); Test Format; *Test Results; United States History
IDENTIFIERS- ACT Assessment; *National Assessment of Educational Progress

Research studies using booklet classification were implemented by the American College Testing Program to investigate the linkage between the National Assessment of Educational Progress (NAEP) Achievement Levels Descriptions and the cutpoints set to represent student performance with respect to the achievement levels. This paper describes the process and reports the results of the booklet classification study (BCS) implemented for the science achievement levels. It explores the possibility of using booklet classification as a way to set achievement levels by investigating methodologies for computing achievement level cutpoints using booklet classification data. These methodologies were applied to BCS data for science in this study and had been applied to geography and U.S. history. The BCS for science achievement levels involved grades 4 and 8, with 13 panelists for each grade level. Eighteen booklets were selected from NAEP forms, and 22 from other sources. The BCS for science, geography, and U.S. history have all resulted in panelists' classifying student performance at a lower level than plausible values scores indicate. These results indicate that cutpoints computed from booklet classification data would be higher than cutpoints based on the item-by-item rating methods that were used operationally. Procedures using the proportional odds model and nonparametric discriminant analysis were developed as a way to compute Achievement Level cutpoints using booklet classification data. Further refinements to these procedures, especially the nonparametric discriminant analysis, are needed before they could be used operationally to set cutpoints. (Contains 15 tables, 3 figures, and 13 references.) (SLD)

ED 422 352 TM 028 904

Bontempo, Brian D.; Marks, Casimer M.; Karabatsos, George
A Meta-Analytic Assessment of Empirical Differences in Standard Setting Procedures.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cutting Scores; *Effect Size; *Meta Analysis; *Research Methodology; Standards
IDENTIFIERS- Angoff Methods; Fixed Effects; Random Effects; *Standard Setting

Using meta-analysis, this research takes a look at studies included in a meta-analysis by R. Jaeger (1989) that compared the cut score set by one standard setting method with that set by another. This meta-analysis looks beyond Jaeger's studies to

living theories, it is necessary to include aesthetic values in claims to educational knowledge. In claiming that spiritual values can have a place in explanations for one's professional learning, the researcher acknowledges the importance of showing the meanings of these values in ways that are open to public validation. Data sources and evidence from a number of educational action researchers are listed in support of the living theory paradigm. The living educational theories being created through this paradigm can be related directly to the processes of improving students' learning. (Contains 47 references.) (SLD)

ED 422 370 TM 028 930

Yeung, Alexander Seeshing; Lee, Frances Laimui
A Chinese Translation of the Self Description Questionnaire.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Correlation; Foreign Countries; *High School Students; High Schools; Mathematics; Self Concept; Self Evaluation (Individuals); Test Use; *Test Validity
IDENTIFIERS- *Academic Self Concept; China; Chinese People; Confirmatory Factor Analysis; *Self Description Questionnaire II; Self Report Measures

This study examined the factor structure of a Chinese version of the Verbal, Math, Academic, and General self-concept scales of the Self Description Questionnaire (SDQII) administered to high school students in China at two time points. Responses of 487 students were used. Item scale correlations and reliability coefficients were good. Confirmatory factor analysis showed that math and Chinese self-concepts were positively correlated with academic self-concept, and with general self-concept, but smaller in size. However, math and Chinese self-concepts were negatively correlated with each other. When Chinese and math achievement scores were included in the model, Chinese achievement correlated more highly with Chinese than with math self-concept and math achievement correlated highly with math self-concept but not with Chinese self-concept. Both achievement scores correlated more highly with academic than general self-concept. These patterns were replicated in a second collection of data 6 months later. The results support the validity of the Chinese version of the SDQII and also the multidimensionality of self-concept. (Contains 2 tables and 36 references.) (Author/SLD)

ED 422 371 TM 028 931

Plake, Barbara S.; Hambleton, Ronald K.
A Standard Setting Method Designed for Complex Performance Assessments with Multiple Performance Categories: Categorical Assignments of Student Work.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

focus on the United States and Japan, and discusses missing or incomplete links in international education studies. The initial findings highlight similarities between students' learning experiences at home and critical differences between those at school. These patterns imply that Japanese and U.S. students do not differ in out-of-school learning experiences, but there are differences neglected in TIMSS highlights, such as private tutoring. On the other hand, TIMSS researchers found substantial differences in the content and process of instruction at school and differences in instructional organization. While initial TIMSS findings show that the United States is still far from achieving the national goal of being first in the world in mathematics and science, these aggregate national patterns ignore the enormous local variation in the U.S. It is not clear whether federated countries like the United States are really comparable to other countries. For a valid comparison of the United States with highly centralized East Asian countries, it is suggested that the American states be treated as comparable national units. For a reliable comparison of the countries over time, it is suggested that current practices and outcomes be compared to past counterparts. something that will take into account the possibility of educational convergence between the United States and East Asian countries. To make fair, valid, and reliable comparisons, future international education studies need to take into account the linkages between formal and informal learning, consider local variation within a country, and compare current and past practices and outcomes. (Contains 1 figure, 1 table, and 33 references.) (SLD)

ED 422 388 TM 028 950

Bradshaw, Lynn K.
Policy, Politics, and Contradictions of Alternative Teacher Certification.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *Educational Policy; Educational Theories; Elementary Secondary Education; *Human Capital; Nontraditional Education; *Political Influences; State Programs; *Teacher Education Programs; Teacher Qualifications; Teacher Shortage
IDENTIFIERS- Stakeholders

This paper presents a review of theory and research dealing with alternative teacher certification policy. It begins by examining the context for alternative teacher certification through the lens of Human Capital Theory. It defines alternative certification and describes the history and present status of alternative certification policies. The research on the effectiveness of alternative certification is summarized, and contradictions in the effects of alternative certification policies on different stakeholder groups are identified. Data were obtained through a review of literature and research. They reflect a national view, with some state examples that include North Carolina and Texas. An initial search of the ERIC database yielded the original data, and additional sources were

ED 422 406 TM 028 970

MacColl, Gail S.; White, Kathleen D.
Communicating Educational Research Data to General, Nonresearcher Audiences. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Research; Higher Education; *Readability; *Research Reports; *Researchers; Technical Writing; *Writing for Publication
IDENTIFIERS- ERIC Digests

This digest describes some of the problems researchers face in communicating educational research data to general, nonresearcher audiences. Accessibility is one problem. Most research on effective educational practices does not filter down to the people who contribute or control funding. Another problem is that of readability. In the rare event that a general reader gains access to materials about educational programs, stylistic characteristics, including organization, terminology, and presentation of statistical data, often make the materials difficult to read. Researchers often have difficulty in reporting on practices that don't work, and this fact affects the amount of educational research that reaches the general public. Most steps that could make research data more useful to more people are relatively easy to accomplish. First, the focus should be on the audience. Findings should be summarized in plain language at the beginning of the report, and information should be presented so that it can be absorbed quickly. Researchers will need to: (1) simplify their language; (2) create simple tabular material; (3) incorporate inviting graphics; (4) enlist the aid of journalists and other communicators; (5) publish on the Internet; and (6) make certain that the research supports the conclusions. (Contains four references.) (SLD)

ED 422 407 TM 028 971

Brualdi, Amy C.
Classroom Questions. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Discussion (Teaching Technique); Elementary Secondary Education; Learning; *Questioning Techniques; Teaching Methods; Wait Time
IDENTIFIERS- ERIC Digests

Questioning is one of the most popular modes of teaching, but it has the capacity to turn a child off to learning if done incorrectly. This digest provides teachers with information on the types of questions and questioning behaviors that can (engagement in school activities, personal involvement, and cognitive-intellectual involvement) to the child's school performance and liking of school, multiple regressions were performed. For Chinese American children, 37% of the variance in their school performance was predicted by their parents' involvement variables, with cognitive-intellectual involvement the most important contributor to school performance. Personal involvement also predicted school performance. For European American students, 11% of the variance in the child's school performance ratings was predicted by the parent involvement variables, and 25% of the child's liking of school subjects was predicted by the block of parent involvement activities. Parent involvement of the cognitive-intellectual type appears to be more important than parent involvement in school activities in the academic success of both Chinese American and European American students, but parent involvement in school activities directly influenced the European American child's liking of school subjects. (Contains 2 figures, 4 tables, and 8 references.) (SLD)

ED 422 424   UD 032 482

Cagle, Judy
One Teacher's Perspective on the Difference of Academic Expectations for Hispanic Students: A Case Study.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Environment; *High School Students; High Schools; *Hispanic Americans; Low Income Groups; Minority Groups; *Secondary School Teachers; Student Attitudes; Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- *Hispanic American Students

The schooling gap between Hispanics and other ethnic groups contributes to the depressed economic condition and social status of this minority. The aim of this study was to determine whether there is a correlation between teacher expectations and student performance for Hispanic students. "Teacher expectations" refers to the level of academic success the teacher expects for the student. This case study analyses the power relationships that are ignored or taken for granted in the classroom, but are central to the question of teacher expectations. The teacher studied was a graduate of the high school at which he taught in Texas, a school with many Hispanic American students. The study occurred over 5 months. Interviews were conducted with 11 students considered to be underachievers, and 6 of these students agreed to continue participating in the study. Interviews were also held with four teachers, two counselors, and the high school's principal. A first theme that resulted from the study was that a close relationship between the student and the teacher resulted in increased motivation for the student. Also important to motivation was a personalized learning environment. The second major finding was that of lower teacher expectations for minority students. A third theme that emerged was the relationship between teacher expectations and student motivation. Data on low student motivation could be further grouped into subthemes of disengagement from school, feelings

Section II deals with the analysis and interpretation of the findings. Subjects were 81 teachers in 11 schools. In the Durban area, colored teachers as a whole do not have a tradition of resistance to apartheid, but they cannot be separated from their sociopolitical context. Most colored teachers in Durban have been teaching a relatively short time, reflecting the new growth in education in their community. Many of the respondents were satisfied with many aspects of their work, but many expressed dissatisfaction with other aspects that appear to erode teacher autonomy over their work, bringing the work of teachers closer to that of the working class, and making the teachers less representative of the middle class. Findings also show a link between respondents' dissatisfaction and their attitudes toward the education department. Findings further suggest that individual colored teachers in Durban are engaged in individual strategies to acquire upward mobility. In Durban, these teachers are subjected to a number of social and political conflicts that pull them in different directions. There is, however, an objective basis for these teachers to be included in the establishment of a national democracy in South Africa. The teacher survey and a memorandum from the local teachers' organization are included. (Contains 12 tables and 27 references.) (SLD)

ED 422 441 UD 032 501

Morgan, Harry
Historical Perspectives on Biographies for Children as Content for Multicultural Education.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Academic Achievement; *Biographies; Black History; *Blacks; Children; *Course Content; Cultural Awareness; *Educational Philosophy; Elementary Education; Life Events; *Multicultural Education; Personal Narratives
IDENTIFIERS- African Americans; *Du Bois (W E B); *Washington (Booker T)

Booker T. Washington and W. E. B. Du Bois were two African American scholars of the later 1800s and early 1900s who captured the imagination of both blacks and whites at various levels of society. They disagreed on how blacks should be educated and what they should be taught. Du Bois wanted blacks to become intellectuals, equal to white scholars, while Washington insisted on basic skills and vocational education. A study of the childhood of each man reveals the etiology of their personal and professional philosophies and illustrates how the study of an important figure can be content for multicultural education. The ideas of James Banks relative to personal knowledge and cultural knowledge are illustrated in the early lives of Du Bois and Washington. Washington, born into slavery in 1856, became the most well-known black educator of his time. Although he founded Tuskegee University, he stressed the importance of basic education and vocational skills for all blacks. The roots of this philosophy may be found in his childhood of poverty and limited access to basic education. Du Bois, born in 1868, was the only black student in his high school graduating class. His opportunities for schooling were consistent and free, and formed the basis for his emphasis on higher academic education and the importance of scholarship. The philosophies of these men were formed by their experiences, as educational theories have often stressed. A

Chin Lim); (6) "Statistically Significant Differences? Students from Developing Areas and the Developing Area of Quantitative Reasoning" (J. Mark Davidson Schuster); (8) "Educating First and Third World Development Planners: The Role of Qualitative Evaluations" (Hemalata C. Dandekar); (9) "A Comparative Approach to Housing Problems" (Omer S. Ertur); (10) "Comparison and Choice in Urban Transportation" (Ralph Gakenheimer); (11) "Third World City Design: Values, Models, and Education" (Tridib Banerjee); (12) "External Precepts and Internal Views: The Dialectic of Reciprocal Learning in Third World Urban Planning" (Mohammad A. Qadeer); (13) "Incongruities between the Theory and Perception of Regional Development in Less Developed Countries: Toward Bridging the Gap" (Hooshang Amirahmadi); (14) "Inequalities, Western Roots and Implementation Problems: Three Challenges to a One World Planning Education" (Farokh Afshar); and (15) "Why New Perspectives Are Needed" (Jayanta Chatterjee). Each chapter contains references. (SLD) equipment, and the discrepancy between children's and adults' attitudes toward the value of external environments. American educators and administrators would do well to consider the extent to which children have freedom of access to external environments and to control this "hidden curriculum" for the benefit of the students. (JPB)

ED 422 092　　　　PS 026 774

Griffin, Abbey; Fiene, Richard
A Systematic Approach to Child Care Regulatory Review, Policy Evaluation and Planning To Promote Health and Safety of Children in Child Care: A Manual for State and Local Child Care and Maternal and Child Health Agency Staff.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Compliance (Legal); Data Collection; *Day Care; Early Childhood Education; Evaluation Criteria; *Evaluation Methods; Program Evaluation; Program Improvement; Safety; *Self Evaluation (Groups); State Agencies; State Programs; *State Regulation; State Standards; *Systems Development
IDENTIFIERS- Child Safety; Day Care Quality; *Day Care Regulations

This manual is written for state and local administrators and statewide child care and child health organizations looking for ways to improve the efficiency and effectiveness of their child care regulatory review, rule-making process, and enforcement system. Data collection procedures and a review team process, state administrators can identify weaknesses in their child care quality assurance system which could, if unaddressed, put children at risk. The manual is designed to present a comprehensive process while making it easy to pull out individual elements. Each section is written as an independent unit with three parts: (1) an overview of the purpose, function, and outcomes of that step; (2) a sample of forms, research instruments, and reporting formats (with data); and (3) a technical description of design and statistical procedures with examples of state data presentations. The manual's sections are: (1) "Introduction," discussing the need for a systematic approach to child care policy evaluation, planning, and quality improvement; (2) "Regulatory Analysis," describing ways state administrators can use the national health and safety guidelines, and outlining strategies for comparing the state's child care regulations to the national guidelines; (3) "State Regulatory Compliance Study," presenting an approach to data collection to assess compliance, identify systemic problems and specific program or geographic areas in need of assistance, and make recommendations for allocating limited resources; (4) "Field-Tested Weighted Indicator Monitoring Tool," presenting the steps required to develop a statistically reliable weighted indicator checklist for monitoring compliance; and (5) "The Data Display Chart and The Recommended Action Planning Chart," presenting two chart formats that record all collected data, decisions made during the review process, and final recommendations. An appendix contains a resource directory of helpful contacts. (EV)

ED 422 109 PS 026 814

Knauf, Diana E.; Bobadilla, Wendy V.; Busch-Rossnagel, Nancy A.
Toddler's Mastery Motivation and Maternal Expectations: Urban Puerto Rican and Dominican Mothers and Children.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 23p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998). For other "Mastery Motivation" papers, see PS 026 811-815.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Cultural Influences; Ethnic Groups; Expectation; Hispanic American Culture; Hispanic Americans; Individualism; *Mothers; *Motivation; *Parent Attitudes; Preschool Education; *Toddlers
IDENTIFIERS- *Mastery Motivation

Mastery motivation is considered important because it promotes competence and is believed to be the precursor to achievement motivation. Focusing on toddlers between 16 and 22 months old, this study examined the relationship between mastery motivation and environmental contributors, such as maternal expectations, and cultural orientation in Puerto Rican and Dominican mothers. The study's goal was to determine how factors in the socializing environment contribute to children's mastery motivation. Participating were 46 mother-child dyads in Bronx, New York: 35 Puerto Rican and 12 Dominican dyads. Mothers ranged in age from 17 to 44; the majority were born in the United States; mothers had an average education level of 12 years, and an average of 2.53 children in the families. Mastery motivation behaviors were assessed using the Individualized Assessment for Mastery Motivation and the Dimensions of Mastery Questionnaire. Mothers also completed questionnaires assessing their child's development, their expectations, their attitudes regarding individualism-collectivism to assess their cultural orientation, and other aspects of family life. Findings indicated that the children exhibited levels of object-oriented persistence comparable to those in past research. The Puerto Rican mothers appeared to value and encourage their children more highly in the social than the object domain. Very few relationships between object-oriented mastery motivation variables and maternal characteristics and expectations were confirmed for the sample as a whole. The difference in findings obtained for the two groups suggests that Latino groups should be examined separately. (Contains 34 references.) (KB)

ED 422 110 PS 026 815

Morgan, George A.; Bartholomew, Sheridan
Assessing Mastery Motivation in 7- and 10-Year Olds.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 18p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998). For other "Mastery Motivation" papers, see PS 026 811-814.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Characteristics; *Teacher Attitudes
IDENTIFIERS- Bulgaria

This series of studies focused on Bulgarian school effects on children's creative development. The studies were based on the premise that one of the most powerful ways in which a culture encourages or discourages creativity is the way in which teachers and the school reward or punish certain personality characteristics as they develop in children and manifest themselves in children's behavior. Study 1 investigated the personality traits of gifted secondary students with outstanding achievements in academic fields, high levels of performance in creative activities, and acknowledged success in arts. Findings indicated that gifted students have self-perceptions, values, and motivations that differ from other students and that may cause problems in their search for peer acceptance. Study 2 examined how Bulgarian teachers perceive and describe the "ideal" pupil. Findings indicated that teachers tended to devalue independence in judgments and being emotional, two traits often associated with high creative potential. Study 3 examined teachers' free descriptions of children's behavior in order to determine the characteristics they find most relevant for work in school; findings showed that creativity-related traits ranked very low. Study 4 compared teachers' evaluations of students' creativity to students' scores on creativity measures; disparities were found. Findings of the studies were used to create an instrument for teachers' evaluation of children's creative behavior in primary school. Using this instrument, 100 pupils (50 boys and 50 girls) from second and third grade were evaluated by their teachers (n=4). Teachers' perception of creativity was centered around its intellectual aspects and problem-solving processes. Boys were significantly nominated more often than girls as being creative. Investigators found primary teachers reluctant to nominate whatever child as non-original. Both under- and over-estimation of creativity hinder teachers' evaluative behavior and attitudes. (Contains 11 references.) (EV)

ED 422 127   PS 026 865

Anderson, Tim; Lott, Rod; Wieczorek, Linda
Improving Time Management for the Working Student.
PUB DATE- 98
NOTE- 64p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Employees; High School Students; High Schools; *Homework; Program Effectiveness; Program Evaluation; Self Management; *Student Employment; Student Improvement; *Time Management

This action research project implemented and evaluated a program for increasing time spent on homework. The project was intended to improve academic achievement among five employed high school students taking geometry and physical science who were also employed more than 15 hours per week. The problem of lower academic achievement due to inconsistent completion of homework assignments, caused by time management conflicts related to student employment, was documented by means of student surveys, student interviews, self-monitoring worksheets, and teacher records of assignment completion. Analysis of probable cause data revealed that employed students who work more than 15

Timothy Rush, Diane Galloway); (16) "Quality Schools through Quality Leadership" (James Machell, Dean Sorenson); and (17) "The Belle's of St. Mary's: A Rural Alternative School for Teenage Mothers" (Rebecca A. Lee-Grigg). (Contains references and name and subject indexes.) (SV)

ED 422 143   RC 021 613

Tracking and Treating Mobile Populations. The TB Net System. Migrant Clinicians Network Monograph Series. = El Sistema de Red para la TB.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicable Diseases; Confidentiality; *Databases; Foreign Countries; *Information Networks; Information Transfer; International Programs; Migrant Children; *Migrant Health Services; *Migrant Workers; Public Health; *Referral
IDENTIFIERS- Mexico United States Border; *Tuberculosis

A comprehensive tracking and referral network that helps provide continuity of care for mobile populations with active tuberculosis (TB) or TB infection is considered essential for effective treatment of TB. However, the interstate referral system that exists between state health departments has been highly inefficient for serving migrant farmworkers and family members with TB. Written in English and Spanish, this report describes efforts of the Migrant Clinicians Network, in partnership with various U.S. and Mexican public health agencies, to develop TB Net, an interstate and binational network for tracking and referral of migrant TB patients. TB Net features include portable treatment records issued to patients enrolled in the network; a toll-free number used by clinics to provide referral and followup; expert bilingual, binational medical consultation; and a statistical database of treatment, demographic, and epidemiological information on all patients. TB Net has 57 participating clinics in 17 states in the U.S. and Mexico and focuses on the Texas-Mexico border, where rates of TB infection are three times the U.S. average and drug-resistant cases are increasing. The network also provides clinicians with the tools for case management and monitors identification of TB in children. This report includes TB case histories of a child care worker and a 4-year-old girl, epidemiological findings from the TB Net database, a profile of the "lost" patient, a description of confidentiality procedures and the patient consent form, and a map of patient migration patterns. (SV)

ED 422 144   RC 021 614

Ravallion, Martin
Poverty Lines in Theory and Practice. Living Standards Measurement Study Working Paper, Number 133.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; Income; *Living Standards; Macroeconomics; *Measurement; Policy Formation; *Poverty; Quality of Life; *Social Indicators; Socioeconomic Status;

chemistry and their attitudes toward teaching this subject. The study also addresses the expectations of the teachers from inservice training and its contribution to their needs. The data for this study consist of informational and attitude questionnaires which were followed by interviews. Findings suggest that the traditional training of chemistry teachers hardly touches on the subject of industrial chemistry and that many teachers had taken no industrial chemistry courses or visited a chemical plant prior to inservice training. (DDR)

ED 422 160 SE 061 658

Tuttle, Merlin D.; Tyburec, Janet, Ed.
Discover Bats! with Merlin Tuttle and Bat Conservation International. The Multimedia Education Kit about Bats.
PUB DATE- 98
NOTE- 100p.; Illustrated by David Chapman. A VHS videotape accompanies this document.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Animals; *Biology; Educational Resources; Elementary Secondary Education; *General Science; *Integrated Curriculum; Lesson Plans; *Multimedia Materials; Relevance (Education); Science Activities; Science and Society; Science Instruction; Teaching Guides
IDENTIFIERS- *Bats

This multimedia package contains a book and a videotape on bats. The videotape uses video sequences of bats in action which are designed to support 21 lessons, each designed to teach essential elements of classroom curricula to students ages 9-15. The video is divided into four 12-minute segments that include footage of bats, direct relevance to class curricula, role models, and a bat house demonstration. Each of the lessons in the book contains a step-by-step teacher's guide, student worksheets, student reading selections with vocabulary and illustrations, an answer key, recommended Internet tie-ins, and a bibliography for further research. (DDR)

ED 422 161 SE 061 659

Campbell, George, Jr.
Engineering and Affirmative Action: Crisis in the Making.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *Engineering Education; Enrollment Influences; Equal Education; Financial Support; Futures (of Society); Higher Education; *Minority Groups; *Scholarship Funds; *Science and Society; Science Programs; Secondary Education; *Sex Differences
IDENTIFIERS- National Action Council for Minorities in Engineer

This special edition of the National Action Council for Minorities in Engineering (NACME) Research Letter focuses on the state of engineering and affirmative action. The argument is made that the underrepresentation of minority groups in engineering fields in the United States jeopardizes the nation's future competitiveness. The consequences of exclusion, declining enrollment in engineering, the growing demand for

Massachusetts and includes activities to encourage children to be actively involved in environmental stewardship. (PVD)

ED 422 184 SE 061 759

IMaST At a Glance: Integrated Mathematics, Science, and Technology.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Elementary Secondary Education; Instructional Materials; *Mathematics Curriculum; Mathematics Education; Middle Schools; *Science Curriculum; Science Education; *Technology Education

Integrated Mathematics, Science, and Technology (IMaST) is a 2 year integrated mathematics, science, and technology curriculum for the middle grades. The program is composed of 10 modules that provide the full curriculum for each of these disciplines. The program is designed to be taught by a team of teachers for approximately 120 minutes per day for the full year. This document presents detailed information about the IMaST program and provides examples of lesson plans, program materials, program components, and some ideas for implementation. (ASK)

ED 422 185 SE 061 763

Ediger, Marlow
Motivating Pupils To Learn in Mathematics.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; *Mathematics Instruction; *Motivation; *Motivation Techniques; Teaching Guides; Teaching Methods

The mathematics teacher has the major responsibility of assisting pupils to learn in ongoing lessons and units of study. Motivating pupils to achieve optimally is a concern of conscientious teachers. This paper discusses the major educational theories emphasizing motivation and presents guidelines for teaching mathematics. (ASK)

ED 422 186 SE 061 784

Grobecker, Betsey
Children's Construction of the Operation of Addition.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; *Concept Formation; Elementary Education; Mathematics Education; Mathematics Instruction; *Number Concepts; Teaching Methods; *Thinking Skills; Visualization

Six- to eight-year-old children (N=42) who were identified by their teachers as within the average range of ability in mathematics were individually tested on three different mathematics tasks. On the flashcard task and the nonverbal task

PUB DATE- 91
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; *Law Related Education; Political Science; Public Affairs Education; Secondary Education; Social Studies

This book grew from a working conference on "Citizenship for the 21st Century." The purpose of the conference was to develop specific recommendations to guide the Foundation for Teaching Economics (FTE) and the Constitutional Rights Foundation (CRF) in their efforts to improve civic education for young adolescents. The conferees reached consensus on a number of content themes and the project's central premise: that instruction about the United States' political, economic, legal, and social systems can and should be integrated into the civics curriculum taught in grades 8 and 9. The six chapters of the book are entitled: (1) "Toward Civic Renewal"; (2) "The Idea of Citizenship"; (3) "Policy-Oriented Instruction: Requisite Condition for Effective Citizenship"; (4) "The Young Adolescent: Developmental Implications for Civics Instruction"; (5) "The Acquisition of Civic Understanding in Early Adolescence"; and (6) "A Model for Integrating Knowledge." Appendices offer definitions of political, legal, economic, and social concepts for civic education and a listing of members of the steering committee involved in this publication. (EH)

ED 422 209 SO 028 829

What Learning Means.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Resources; Cultural Centers; *Educational Facilities; Elementary Secondary Education; Inservice Teacher Education; *Museums; *School Community Relationship; Technology
IDENTIFIERS- *National Endowment for the Humanities

This pamphlet describes seminars conducted by of the National Endowment for the Humanities (NEH) to expand teachers' knowledge at all levels in order to expand students' knowledge. The seminars include: teaching with technology; forging local partnerships; work outside the classroom; lifelong learning exhibitions; the civil war; castle, cathedral, pyramid, and Roman city; museum-school partnerships; and expanding learning through television. (EH)

ED 422 210 SO 028 848

Smigielski, Alan
Tomorrow's Forecast: Oceans and Weather.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Climate; Climate Change; Elementary Secondary

perspective and relating music with the arts and other subject areas. Lesson plans are provided for kindergarten through grade six, with more than 160 songs selected from various cultures and historical periods. The book especially focuses on cultural diversity and integrating music with the entire elementary curriculum. (EH)

ED 422 233 SO 029 102

McRae, Lee
Medieval Music. Alfonso X & the Cantigas de Santa Maria.
PUB DATE- 96
NOTE- 30p.; A publication of the Consortium for History Education in the Schools, the Clio Project, and the Early Music America Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Hymns; *Medieval History; *Music; *Music Education; Religion; Religion Studies; Social Studies; *Spanish Culture; *World History
IDENTIFIERS- *Alfonso X; Spain

This lesson introduces students to music in the Court of Alfonso X The Learned, Spanish king from 1252-1284. The readings provide information about King Alfonso, his political ambitions, and his contributions to Spanish medieval history. The lesson also introduces his establishment of laws with new legal codes and his remarkable collection of poetry, art, and song collected in "Cantigas de Santa Maria" (Songs of Saint Mary). The place of Arabs and Jews in the court of King Alfonso X is also discussed. Students examine the "Cantigas de Santa Maria," which is a collection of over 400 poems in praise of the Virgin Mary and stories of her miracles, all set to music. Many lavish illustrations in this collection show life at court, dress, musicians playing instruments, court scribes, and the King himself. Background materials for teachers are provided. (EH)

ED 422 234 SO 029 126

Smith, Richard, Ed.; Standish, Paul, Ed.
Teaching Right and Wrong: Moral Education in the Balance.
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Codes of Ethics; *Ethical Instruction; Higher Education; Integrity; *Moral Development; Moral Issues; Moral Values; *Values

This book addresses key issues in moral education with a detailed analysis of recent academic literature on the topic with careful rebuttals and counter-arguments presented. The purpose of the book is to deepen discussion on the topic of moral education and its place in the society. The contributing authors present a focus for discussion and reasoned debate. Chapters include: (1) "Shared Values in a Pluralist Society?" (Marianne Talbot; Nick Tate); (2) "Three Proposals and a Rejection" (John White); (3) "Can Education Be Moral?" (Mary Midgley); (4) "Fabulously Absolute" (Paul Standish); (5) "The

(4) "Africa: The Continent"; (5) "Africa: Its People"; and (6) "Africa: Its Animals." A resources section offers ideas for further study. (EH)

ED 422 260 SO 029 170

Corby, Richard A.
Life in Sierra Leone, West Africa. A Teaching Unit.
PUB DATE- 91
NOTE- 95p.; This unit was developed from a three-week institute on Africa in 1989, conducted at the University of Arkansas-Monticello, and sponsored by the History Teaching Alliance. Accompanying colored slides not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *African Culture; *African History; *African Studies; Area Studies; Cultural Awareness; Culture; Developing Nations; Foreign Countries; Geography; Global Education; Intermediate Grades; Junior High Schools; Multicultural Education; Social Studies
IDENTIFIERS- *Sierra Leone

This unit is designed for students in grades 6-12. The unit provides an introduction to Sierra Leone and the continent of Africa through basic concepts and a conceptual framework for learning. The unit is divided into 17 activities. Activities include: (1) "Stereotypes and Myths about African and Africans"; (2) "The Manding Name Game"; (3) "Common Names in Sierra Leone"; (4) "Ibrahim's Problem, Part 1"; (5) "Education in Sierra Leone"; (6) "Ibrahim's Problem, Part 2" (7) "Islam in Africa"; (8) "The Arabic Alphabet"; (9) "Arabic Numbers"; (10) "The Marketplace"; (11) "Proverbs in Sierra Leone"; (12) "Ibrahim's Problem, Part 3"; (13) "Geography in Sierra Leone"; (14) "Recipes from Sierra Leone and West Africa"; (15) "Crossword Puzzle"; (16) "Sierra Leone Bee"; and (17) "Writing an Essay on Sierra Leone." A 16-item bibliography section concludes the unit. (EH)

ED 422 261 SO 029 172

Murfee, Elizabeth, Ed.
Priorities for Arts Education Research.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, DC.
PUB DATE- 97
NOTE- 29p.; This report is a response by the arts education community to Building Knowledge for a Nation of Learners in which the U.S. Department of Education, in response to Congressional mandate, set forth its priorities and rationale for education research.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetics; *Art; *Art Education; Cultural Background; *Cultural Education; Elementary Secondary Education; *Fine Arts; Humanities; National Standards

This report was developed from a task force of education, arts, business and foundation leaders to address the question: What knowledge can research create that will help schools and policy makers provide an appropriate arts education to American

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Community Services; Foreign Countries; Political Campaigns; Public Schools; Public Service; Secondary Education; Secondary School Students; *Service Learning; Student Attitudes; *Student Participation; *Student Volunteers; Youth Programs
IDENTIFIERS- England

This study examined English teenagers' community involvement. Participants were all 14-16-year-old students in 3 large public schools (rural, urban, and suburban), none of which had service learning as part of the curriculum. Over 1,000 students completed questionnaires that examined regular and one-time involvement in community service activities over the past year; views on volunteering and campaigning; and ways the students became involved or reasons they did not become involved. The questionnaires also asked about the students' involvement in religious and youth organizations and their views on traditional political parties. Researchers conducted 100 individual interviews with students to investigate these issues in-depth. The interviews included both volunteering and non-volunteering students. The results of the study were as follows: most students had given money or time to a charitable cause at least once; students were involved in a range of activities; only 13.5 percent were members of a group campaigning for something; there was a low level of commitment to involvement in formal politics; about 12 percent were involved in regular, long-term voluntary activities, and all 12 percent cited positive outcomes from their activities. The most common factor among involved students was having a family member or friend already involved in some kind of activity. Religious beliefs and membership in organized youth groups were also important factors. (SM)

ED 422 280 SP 038 069

Kottler, Ellen; Kottler, Jeffrey A.; Kottler, Cary J.
Secrets for Secondary School Teachers: How To Succeed in Your First Year.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Classroom Design; Classroom Techniques; Collegiality; Coping; Discipline; Parent Teacher Cooperation; Secondary Education; *Secondary School Teachers; Stress Management; Student Behavior; Student Motivation; Substitute Teachers; Success; Teacher Collaboration; Teacher Improvement; Teacher Student Relationship

This book presents practical strategies to help secondary teachers succeed in their first year of teaching. The 16 chapters include the following: (1) Learning Your Way Around the School (getting oriented, making friends, learning rules and traditions, meeting others); (2) Organizing Your Room (taking inventory and assessing flow, movement, space, equipment, and supplies); (3) Knowing Your Students (collecting information, planning special events, and being aware of student cultures); (4) Dressing for Success (first impressions, spirit days, and images); (5) Beginning and Ending Your Class on the First Day (first contact, movement, setting rules, class

Students; *Sex Differences; *Writing Skills

This study explored the influences of prewriting activities on the writing quality of male and female students with varying academic achievement across four grade levels. Participants were public school students in grades 4, 6, 9, and 11. At each grade level, students were assigned to one of two groups: writing with prewriting activities or writing without prewriting activities. Teams of appropriate grade level teachers developed a pool of writing tasks, with one for each grade. The study was embedded into the 1996 Delaware large-scale writing assessment field test. Students in the prewriting group had a prewriting session in which they were encouraged to select a subject, collect information, list their ideas using a graphic organizer, prepare a first draft, and consult with peers for input. Researchers rated each student's writing piece holistically and on five quality aspects of writing. Results indicated that on average, students who wrote with prewriting activities performed better than students who wrote without prewriting activities in grades 4, 6, and 11. In grade 9, students who wrote without prewriting activities received higher scores. Students' gender and academic achievement level had strong influences on the effectiveness of prewriting, with females consistently scoring higher than males. (Contains 22 references.) (SM)

ED 422 298 SP 038 088

Olson, John; James, Edwyn; Lang, Manfred
Changing the Subject: The Challenge to Teacher Professionalism of Innovation in OECD Countries.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Change; Elementary Secondary Education; Foreign Countries; *Mathematics Education; Mathematics Teachers; Relevance (Education); *Science Education; Science Teachers; Social Action; Social Influences; Social Responsibility; *Technology Education
IDENTIFIERS- Europe; *Professionalism

The Organization for Economic Cooperation and Development (OECD) study, "Innovations in Science, Mathematics and Technology Education" (SMTE), documents 23 projects aimed at enhancing the appeal of science, mathematics, and technology education. The projects began in 13 OECD countries that believed that curricula must be more student-centered and more integrated across the sciences, embracing ethical and economic issues to match important social issues. This paper discusses the implications of reform efforts in relation to the didactical and pedagogical challenges that come with them, discussing how the changes affect the concept of teacher professionalism. A major trend in SMTE is broadening the curriculum framework beyond the subjects to incorporate social dimensions and interests students bring to learning the subjects. For example, the "Voyage of the Mimi" project emphasizes environmentalism, the "Urban Mathematics Collaboratives" highlights community self-help and development, and "Chemistry in the Community" searches for the social relevance of science. The German integrated science scheme, PING, emphasizes the development of responsible social action. The Norwegian science project develops an interest in science in the home. Innovative projects across OECD countries place SMTE in larger and more

196 Chinese student teachers enrolled in the Faculty of Education for Fall 1994 and Spring 1995 at the University of Macau (China). The study investigated other patterns of cross-cultural experience and activities, including average weekly time spent viewing English television programs and reading English newspapers, making friends with foreigners, studying foreign languages, visiting English speaking countries, and planning to study abroad. The Student Information form collected demographic profiles and academic information including biographical data, educational aspiration, English newspaper reading and television viewing habits, attitudes toward British and American people, choice of movies, overseas study, and English learning experience in high school. The Intercultural Insight Questionnaire included 24 pairs of contrasting American and British trait descriptions in forced-choice format, providing cross-cultural insight scores. Data analysis indicated that many respondents had insufficient preparation in English before enrolling in teacher education. They had very strong expectancies for future academic success. Field of study had no bearing on educational aspiration and cross-cultural sensitivity. There were no gender differences on educational aspirations or cross-cultural sensitivity. Older students achieved somewhat lower scores on their high school matriculation examination in English and had less aspirations toward higher degrees. None of the variables such as English examination score, degree aspiration, and chronological age were valid in forecasting the criterion variable of cross-cultural sensitivity. (Contains 18 references and 10 tables.) (Author/SM)

ED 422 317 SP 038 113

Taggart, Germaine L.; Wilson, Alfred P.
Promoting Reflective Thinking in Teachers. 44 Action Strategies.
PUB DATE- 98
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Journal Writing; Metaphors; Observational Learning; Personal Narratives; Practicums; *Reflective Teaching; Teacher Improvement; Teachers; *Thinking Skills
IDENTIFIERS- *Reflective Thinking

This guide provides teacher educators and staff developers with strategies to enhance the reflective thinking abilities of preservice and inservice educators. Strategies for reflective thinking are approached at three levels: technical, contextual, and dialectical. Within each level, strategies have been field tested with populations of preservice and inservice teachers. Chapter 1 provides a basis for introducing reflective thinking to practitioners, offering information on modes of reflective thinking, the process approach, techniques for facilitating reflective activities, and activities for introducing reflective thinking to practitioners. Chapter 2 focuses on assessment of reflective thinking. Chapters 3-8 presents strategies used to promote reflective thinking, including observational learning; reflective journals; practicum activities such as reflective teaching and microteaching; mental-model strategies such as metaphors and repertory grids;

teachers in the Teachers College Reading and Writing Project at Teachers College, Columbia University. Part I, "Confronting the Test," explores confronting the existence of tests and test use. Chapter 1, "The Challenge," explores the challenges of testing, and chapter 2, "Learning Enough To Talk Back to the Tests," discusses what teachers need to know about testing. Part II, "Teaching Reading in the Shadow of Standardized Tests," considers the situations in chapter 3, "When a Concern for Scores Drives the Curriculum" and chapter 4 The Overlap of Good Teaching and Good Test Scores." Part III, "A Curriculum for Test Preparation," presents a curriculum for test preparation in the following chapters: chapter 5, "Rethinking Test Preparation"; chapter 6, "Reading the Test Passages"; chapter 7, "Navigating the Formats of Tests"; chapter 8, "Mastering the Tricks and Avoiding the Traps"; and chapter 9, "The Terrible, Horrible, No Good, Very Bad Day." Part IV, "The Politics of Testing: A Guide to Survival," contains chapters 10, "The Politics of Reading Scores and the Community" and 11, "Taking Our Place at the Policy Table," a discussion of what teachers can do to improve the testing situation. A glossary and a list of 47 suggested readings are included. (Contains 60 references.) (SLD)

ED 422 335 TM 028 881

Rogovin, Paula
Classroom Interviews. A World of Learning. Teacher to Teacher Series.
PUB DATE- 98
NOTE- 153p.; Foreword by Shelley Harwayne.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Community Involvement; *Concept Formation; Elementary Education; Elementary School Students; *Elementary School Teachers; *Interviews; Teaching Methods

Interviews are the central focus of inquiry studies in the elementary school classroom described by an experienced teacher. The interview is the major source of new information and concepts. Through questions, discussions, role playing, and note taking, children make interviews a very active part of learning. Interviews help children see the common patterns of life. Chapter 1, "Listen in on an Interview," shows children participating in an actual interview of a first grade classmate's mother, who talks about her childhood in Puerto Rico. Chapters 2 through 4, "The Interview--Fulcrum of the Curriculum," "Reaching out to the Community," and "Strategies for Interviewing," detail how to choose interview subjects, how to formulate questions and conduct interviews, and how to extend the learning from interviews through activities involving different curriculum areas. Chapter 5, "Planning the Day," outlines a daily schedule, and shows how interviews fit into a typical schedule. Chapter 6, "Keeping the Concepts Alive," explores a year-long classroom study of people at work, showing how the learned concepts are kept alive after the interviews are over. Suggested readings include 48 titles for professional reading, 27 prose sources for children, and 27 sources on poetry, music, and food. Twelve resource organizations are listed. (SLD) select 10 from the research literature. Each compared at least two types of standard setting method. To assess the difference in cut scores produced by each standard setting method, a common metric was used for every cut-score comparison. The standardized magnitude of the difference between two compared cut scores, called the effect size, was calculated, with the Angoff method results treated as the control group in effect size calculations. Depending on the conceptualization chosen, results of this analysis may be interpreted differently. For a fixed effects model approach, some standard setting methods produce significantly different cut scores. This conclusion must be tempered by the amount of heterogeneity in the model. If a random effects model is endorsed, it is recognized that no significant differences between methods are produced. This conclusion also must be taken with caution because of the relationship between the within-method variation and the between-method variation. Although the analysis results do not make it possible to make conclusive statements about systematic differences in effect sizes and cut scores produced by the standard setting methods presented, meta-analysis holds much promise in its ability it answer these questions in the future. (Contains 4 tables, 3 figures, and 26 references.) (SLD)

ED 422 353 TM 028 905

Millman, Jason, Ed.; Darling-Hammond, Linda, Ed.
The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers.
PUB DATE- 90
NOTE- 441p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Educational Assessment; Educational Improvement; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Professional Development; *Secondary School Teachers; Self Evaluation (Individuals); Standards; Teacher Certification; *Teacher Evaluation; Test Use

The 25 chapters in this handbook examine evaluation purposes, processes, and methods, and discuss how they shape the implementation and outcomes of evaluation. Following an introduction in chapter 1, the nine chapters in Part I consider the purposes of evaluation. Chapters 3, 4, and 5 are concerned with the evaluation processes that determine selection into teaching: preservice evaluation, licensure, and certification. Chapters 6, 7, and 8 focus on how evaluation may support the development of greater teaching competencies for beginning and veteran teachers. Chapters 9 and 10 consider school accountability and school improvement. Part II examines the various methods used to evaluate teachers, along with their strengths and limitations as applied to the many purposes of evaluation. Chapters 11 and 12 deal with two methods for evaluating inservice teachers: classroom observations and ratings of classroom performance, while chapter 13 deals with teacher self-assessment. Chapters 14 and 15 deal with less widely used methods, the use of student test scores and the use of teacher portfolios. Chapters 16 through 18 address the use of formal tests to evaluate teachers for licensure or certification, and chapter 19 discusses combining evaluation

DESCRIPTORS- *Classification; *Data Analysis; Grade 8; Junior High School Students; Junior High Schools; *Performance Based Assessment; Standards; Tables (Data); *Teachers
IDENTIFIERS- *Analytical Methods; Georgia; Michigan; National Assessment of Educational Progress; Panel Reviews; *Standard Setting

This paper reports on a standard-setting method designed for complex performance assessments with multiple performance categories. The method studied, the Analytical Judgment Method, involves panelists' making analytical classification decisions for each of the test's components individually. It also allows for discussion and reconsideration of panelists' initial classification decisions before moving on to the next test component. The method was used in two sites, Georgia and Michigan, on two different occasions using the 1996 eighth grade National Assessment of Educational Progress Science Assessment. The Georgia administration focused on the comparability of results from the Analytical Judgment Method when two different classification strategies, a sorting strategy and a direct classification strategy, were used. In Michigan, 2 versions of the rating scale were used, 1 with 12 classification categories and 1 with 7. Different performance descriptors were used in the two states. Sixteen teacher panelists in Georgia divided into 2 panels evaluated 50 papers per panel. In Michigan, 2 groups of 4 panelists each evaluated 50 papers. Results did not vary much as a function of the analytic strategy or whether a long or short classification scale was used. Discussion by panelists affected the results only when a seven-point scale was used, and the result was higher performance standards after discussion. The sorting method resulted in lower performance standards for Basic and Proficient levels, but not for Advanced. Results suggest that the decision regarding the method of analyzing the data and the choice of classification scale may be made as a matter of convenience or personal preference. (Contains nine tables, one figure, and nine references.) (SLD)

ED 422 372 TM 028 932

Bennett, Ellen B.; Novotny, Jenny A.; Green, Kathy E.; Kluever, Raymond C.
Confirmatory Factor Analysis of the Resiliency Scale.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; College Students; Coping; *Factor Structure; Grade 9; Higher Education; Individual Development; *Resilience (Personality); Secondary Education; *Secondary School Students; Sex Differences
IDENTIFIERS- *Confirmatory Factor Analysis

The Resiliency Scale (C. Jew, 1992) is a recently developed measure intended to assess an individual's level of three facets of resiliency (optimism, skill acquisition, and risk-taking). Separate exploratory factor analyses with three diverse groups have led to definition of subscales bearing some similarities. In this study, items comparable across the three variations of the scale intended for use with three age groups (adults, 9th graders, 7-12th graders) were identified. This paper reports results of the attempt to explore the stability added. Alternative certification has been broadly defined as a method of entry into the teaching profession that does not require the completion of a traditional teacher education program. Some alternative certification programs are no more than provisions for emergency or provisional certification, but others provide training for liberal arts graduates who wish to teach and earn standard certification. Interest in alternative certification programs seems to be rooted in a need to address declining numbers of teachers, a concern with the quality of individuals who choose teaching as a career, and a desire on the part of the general public to allow entry into teaching by individuals perceived to have skills needed by the schools. Research reveals increasing numbers of alternative routes for preparing teachers. All states currently have some program other than the traditional teacher certification route to teaching. Alternative certification programs allow individuals to enter the teaching profession with different stocks of human capital as a result of their investment in either a liberal arts or traditional teacher education program. At this time, the research base comparing the quality of alternatively and traditionally certified teachers is not large, but studies to date have generally found few differences between alternatively and traditionally certified teachers. Some implications of alternative certification programs are discussed. (Contains 75 references.) (SLD)

ED 422 389 TM 028 951

Thompson, Bruce
Using Q-Technique Factor Analysis in Education Program Evaluations or Research: An Introductory Primer.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Conference on Research Innovations in Early Intervention (Charleston, SC, May 2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Factor Analysis; Heuristics; Identification; *Personality Assessment; *Q Methodology; Tables (Data)

This paper explains how Q-technique factor analysis can be used to identify types or clusters of people with similar views. Q-technique factor analysis can be implemented with commonly available statistical software such as the Statistical Package for the Social Sciences (SPSS). The paper addresses three questions: (1) How many types (factors) of people are there?; (2) Are the expected people most associated with the expected person factors?; and (3) Which variables were and were not useful in differentiating the various person types/factors? The Q-technique methods described are well suited to studying education phenomena in which there are numerous ideals present in a reality in which only a limited number of ends or means can be realistically pursued. The use of Q-technique factor analysis is concretely illustrated using a heuristic data set involving a hypothetical investigation of parent and teacher perceptions of special education programs. An appendix contains the SPSS program to analyze data from the first table. (Contains 8 tables, 3 figures, and 30 references.) (Author/SLD)

ED 422 390 TM 028 952

Thompson, Bruce; Fan, Xitao

facilitate the learning process and on the types of questions that are ineffective. Good questions foster student learning. Low-level cognitive questions may limit students by not helping them acquire a deep understanding of a subject, but high-level cognitive questions, which require students to use higher order thinking or reasoning skills, ask students to use knowledge to solve problems, to analyze, and to evaluate. Many teachers, however, rely on low-level cognitive questions to keep the attention of the students, maintain order, and avoid a slow-paced lesson. W. Wilen and A. Clegg (1986) suggest that teachers can ask questions that foster student achievement if they: (1) phrase questions clearly; (2) ask questions primarily of an academic nature; (3) allow 3 to 5 seconds of wait time after questions; (4) encourage students to respond in some way to each question; (5) balance responses from volunteering and nonvolunteering students; (6) elicit a high percentage of correct responses and assist with incorrect responses; (7) probe students' responses to have them clarify ideas, support a point of view, or extend their thinking; and (8) acknowledge correct responses and use praise specifically and discriminately. Teachers should be sure that they have a clear purpose for the questions they ask. (Contains 13 references.) (SLD)

ED 422 408   TM 029 397

Education at a Glance. OECD Indicators. 1998.
PUB DATE- 98
NOTE- 429p.; For companion document, see TM 029 398. For the 1997 edition, see ED 412295.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; Comparative Analysis; Definitions; *Demography; Economic Factors; Educational Trends; *Elementary Secondary Education; Expenditures; *Higher Education; Human Resources; Labor Market; Lifelong Learning; *Outcomes of Education; Participation; Social Influences; Tables (Data); Trend Analysis; Vocational Education
IDENTIFIERS- *Educational Indicators; *Organisation for Economic Cooperation Development

Through international comparisons, countries may come to recognize weaknesses in their own systems while identifying strengths that might otherwise be overlooked. The 36 indicators included are the product of an ongoing process of conceptual development and data collection and represent the consensus of professional thinking on how to measure the current state of education internationally. A unique aspect of the 1998 edition is the inclusion of data from 14 non-member OECD countries, most of which was acquired via the World Education Indicators program, which captures a wide-range of data to complement that of the 29 member OECD countries. This important addition extends the coverage of some of the indicators to nearly two-thirds of the world population. The indicators are grouped into the following categories: (1) demographic, social, and economic context of education; (2) financial and human resources invested in education; (3) access to education, participation, and progression; (4) the transition from school to work; (5) the learning environment and the organization of schools; and (6) student achievement and the social and labor market outcomes of education. Three annexes and a glossary present information on average duration and typical ages, basic reference statistics, sources, methodology and technical notes, of helplessness, and the lack of a clear vision of the future for Hispanic students. (Contains 67 references.) (SLD)

ED 422 425 UD 032 483

Stevens, Floraline I.; Wiltz, Laura; Bailey, Mona
Teachers' Evaluations of the Sustainability of Opportunity To Learn (OTL) Assessment Strategies. A National Survey of Classroom Teachers in Large Urban School Districts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; *Secondary School Teachers; *Teacher Attitudes; Teacher Surveys; *Urban Schools; Urban Teaching
IDENTIFIERS- *Opportunity to Learn

At present, there is a lack of information about how teacher-friendly or sustainable opportunity to learn (OTL) assessment strategies are when used in classrooms. This paper describes the results of a national survey of classroom teachers who teach in large urban school districts, districts that are members of the Council of Great City Schools. Elementary, middle school, and senior high school teachers were asked to rate and give their perceptions and opinions about how teacher-friendly the following OTL assessment strategies are: (1) teacher logs; (2) observations; (3) surveys; and (4) interval testing and small assessment tasks. Teacher-friendly means tasks that are sustainable over time because they are not burdensome. In all, 243 teachers responded to the questionnaire. Eighty percent had at least 10 years teaching experience, and 64% were white. Teachers' ratings of teacher-friendly and very-teacher-friendly were combined. If two-thirds of the teachers rated an OTL assessment strategy as teacher-friendly or very-teacher-friendly, the strategy was judged to have a favorable response. Elementary, middle school, and high school teachers rated favorably all aspects of three OTL assessment strategies: assessment, surveys about teaching, and surveys about resources needed for effective teaching. The exceptions were "keeping journals" and "observations for constructive feedback." These two strategies had mixed ratings for different groups of teachers, based on school level, age groups, and teaching experience. The OTL assessment strategy that received the highest ratings from all three levels of teachers was assessing students to determine their mastery of predetermined and taught skills or concepts. Large percentages of teachers responding to the survey indicated that they would implement these strategies or were already implementing some. What is missing in this body of information is how to move teachers beyond a verbal commitment to use all of the strategies to address the OTL variables. (Contains 4 tables and 22 references.) (SLD)

ED 422 426 UD 032 484

Partington, Gary
Power, Discipline and Minority Students in High School.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

study of their early lives illustrates the importance of experience in the formation of the individual and provides material that can be used in multicultural education of children. (Contains 15 references.) (SLD)

ED 422 442 UD 032 502

Scribner, Jay Paredes
A Qualitative Analysis of Teacher Professional Learning and Teacher Work in Urban High Schools.
PUB DATE- 98
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; *Faculty Development; *High Schools; Interviews; Learning; Research Methodology; *Secondary School Teachers; *Teacher Attitudes; *Urban Schools; Work Environment

"Professional development" has become the panacea of 1990s reform efforts. However, understanding of the breadth, depth, and nature of teacher learning experiences remains limited. Using an embedded case study design, this paper examines the factors that motivate teachers to engage in development activities, the ways they experience professional learning, and most importantly, how work context influences their learning experiences. Interviews were held with 45 teachers and 7 school administrators in an urban high school. It is suggested, that while teachers view professional development broadly, a complex nesting of work contexts limits the types of learning activities and the knowledge available to them. Steps that school leaders and education policy makers can take to broaden and enhance professional learning opportunities are discussed. It will be important to pay more attention to: (1) the multiple contexts that define teacher work; (2) the types of teacher learning activities that are privileged in different contexts; and (3) the consequences that engaging in certain learning activities have on the types of knowledge acquired and used in practice. An appendix describes the teacher and administrator interview protocols. (Contains 1 figure, 1 table, and 36 references.) (SLD)

ED 422 443 UD 032 503

Majhanovich, Suzanne
Unscrambling the Semantics of Canadian Multiculturalism.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Citizenship Education; *Cultural Awareness; Cultural Differences; *Educational Policy; Equal Education; *Ethnicity; Foreign Countries; Ideology; *Multicultural Education; Public Policy; Racial Discrimination; *Semantics; State Programs; Urban Youth
IDENTIFIERS- *Canada

This paper explores the evolution of multiculturalism in the

ED 422 093 PS 026 775

Aten, Angela; Mueller, Deborah; New, Diane; Peschang, Teresa
Parent Involvement: Improving School Climate and Strengthening Relationships Among the Parent Community.
PUB DATE- 98
NOTE- 90p.; Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Family Involvement; Family School Relationship; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Volunteers

This action research project involved the implementation and evaluation of a program for increased parental involvement at an elementary school in western Illinois. Evidence for the lack of parental involvement included declining membership in the Parent-Teacher Organization, elimination of the computer lab, limited library hours due to lack of volunteers, elimination of the spring school carnival, and a lack of parental attendance at various classroom functions and field trips. Analysis of probable cause data revealed a large number of working parents and a changed household structure, along with a lack of trust and respect for faculty, partially due to a 1992 teacher strike compounded by difficult contract negotiations in 1996. A review of solution strategies, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: communicating, volunteering, and learning. Activities implemented to increase parent involvement included: the Parent Involvement Pledge, student homework and reading pacts, Family Reading Night, Family Math Night, a district-wide Parent University Night, and Volunteer Appreciation and Recognition Night. Assessment methods indicated that these activities improved the school climate and strengthened relationships within the parent community. (Appendices present activity materials, including surveys, cover letters, articles, newsletters and calendars. Contains 28 references.) (EV)

ED 422 094 PS 026 776

Vollmer, Marian L.; Drook, Ellen B.
Conflict Resolution Techniques for Early Elementary.
SPONS. AGENCY- National Association of Lab Schools.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Meeting of the Pittsburgh Association for the Education of Young Children (PAEYC) (Pittsburgh, PA, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Conflict Resolution; *Curriculum Development; *Elementary School Students; Primary Education; Teaching Guides

Increasing numbers of schools are implementing conflict resolution programs to help students use nonviolent strategies to deal with conflict. This paper outlines the six steps of the

DESCRIPTORS- Childhood Attitudes; *Construct Validity; Elementary Education; *Elementary School Students; Interrater Reliability; *Measurement Techniques; Mothers; Parent Attitudes; Psychometrics; Self Motivation; *Student Motivation; Teacher Attitudes; *Test Reliability; Test Validity
IDENTIFIERS- Mastery Motivation

This study examined the reliability and construct validity of two types of measures of mastery motivation for elementary school children: a new version of the Dimensions of Mastery Questionnaires (DMQ) and behavioral mastery tasks. Participating were 64 mostly middle class and Caucasian 7- and 10-year-olds living in a middle-sized western city. Mothers and teachers rated children on the DMQ; the DMQ scales were also administered orally to the children. Children also completed four sets of individualized mastery tasks, each set with five difficulty levels. Mothers and children completed the scholastic, athletic, and peer acceptance scales of Harter's Self-Perceived Competence scales. Preference for challenge and independent mastery were rated by the teachers and child. Findings indicated that most of the correlations across raters between parallel DMQ persistence scales and Harter Perceived Competence Scales were significant, but modest, with higher parent-teacher correlations than for adults with child's self-reports. There were modest, significant correlations between child-report of DMQ total persistence and total persistence at the behavioral tasks and preference for challenge. Child and teacher DMQ mastery pleasure scales were correlated with observed pleasure during the tasks. Child DMQ total persistence, parent DMQ cognitive/object persistence, and the child's rating of peer acceptance as unimportant combined to predict the child's overall behavioral task persistence. Children's task behaviors and parent DMQ ratings predicted school behavior as indicated by teacher ratings, but children's DMQ ratings did not. (KB)

ED 422 111 PS 026 816

Weiss, Heather; Dirks, Jane; Friedman, Kim; Hanley, Gisella; Kreider, Holly; Levine, Eliot; Mayer, Ellen; McAllister, Carol; Vaughan, Peggy; Wellenkamp, Jane
A Mixed Method Approach to Understanding Family-School Communication.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Problems; Communication Research; Elementary Education; *Ethnography; *Family School Relationship; Parent Participation; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Participant Observation; *Qualitative Research; Research Methodology
IDENTIFIERS- Multiple Measures Approach; School Based Support Teams; Vignettes

This paper presents the initial findings from an ethnographic case study, focusing on the mixed-method research strategy used in the MacArthur Comprehensive Child Development Project Follow-up Study. The aim of the study was to expand the understanding of children's developmental trajectories as they traverse the elementary school years. Approximately 400 children, their families, schools, and communities are participating in a longitudinal study from kindergarten through third grade. Twenty-three children were selected from the larger sample for hours per week spend less time on homework and exhibit lower academic achievement. Additionally, students have a commitment to work at the expense of school. Students make work, not school, their highest priority, as reflected in their time management. A review of solution strategies resulted in the selection of three major categories of intervention: incorporation of a self-awareness worksheet for incomplete assignments; implementation of a time management program; and a series of interviews with targeted students and their parents. Post-intervention data indicated that the intervention increased the frequency of homework completion by increasing self-awareness, increasing student responsibility, and increasing teacher and parent involvement. (Eight appendixes contain program materials. Contains 23 references.) (EV)

ED 422 128 PS 026 867

Harms, Thelma; Clifford, Richard M.; Cryer, Debby
Early Childhood Environment Rating Scale. Revised Edition.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Early Childhood Education; Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Program Evaluation
IDENTIFIERS- Day Care Quality; *Early Childhood Environment Rating Scale (Revised)

The ECERS-R is a thorough revision of the widely used program quality assessment instrument, the Early Childhood Environment Rating Scale (ECERS). Designed for use in preschool, kindergarten, and child care classrooms serving children 2-and-a-half through 5 years of age, the ECERS-R can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The ECERS-R has been expanded to 43 items; changes include new interaction items, additional curriculum items such as use of electronic media and promotion of acceptance of diversity, more inclusive and culturally sensitive indicators, and more items focusing on staff needs. Items are arranged in the following categories: (1) space and furnishings; (2) personal care routines; (3) language-reasoning; (4) activities; (5) interaction; (6) program structure; and (7) parents and staff. Each of the 43 items is expressed as a 7-point scale ranging from inadequate to excellent. Notes for clarification and questions are included for selected items. An introductory section gives detailed information about the rationale of the ECERS-R, the process of revision, and the reliability and validity of the scale. Full instructions for administration and scoring, as well as a Score Sheet and Profile that may be photocopied, are included with the scale. (EV)

ED 422 129 PS 026 868

Bonus, Michelle; Riordan, Linda
Increasing Student On-Task Behavior through the Use of Specific Seating Arrangements.
PUB DATE- 98
NOTE- 43p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English

*Theory Practice Relationship

A poverty line helps focus the attention of policymakers on the living conditions of the poor and may inform policy decisions about targeting development or poverty programs. Poverty lines serve two roles. One is to determine the minimum living standard before a person is not considered "poor." The other is to make interpersonal comparisons, such as for families of different sizes and compositions, for those living in rural or urban places, or for different dates. Economists give much attention to the second role, but surprisingly little to the first one. The first section of this paper examines how a poverty line can be interpreted within mainstream approaches to welfare measurement in economics. Subsequent sections look at the main methods found in practice. While these methods generally try to implement the objective ideas from economics, they also attempt to surmount some theoretical problems of welfare measurement by drawing on ideas from outside mainstream economics. That information includes data on "capabilities" (activities of a healthy life that a person is able to perform), which fall between the more familiar economic notions of "utility" and "commodities." In addition, measurement practice has sometimes turned to subjective perceptions of what poverty means in a given county. Some methods found in practice make more sense than others; some work in one setting but not others. This paper examines, and attempts to resolve, ongoing debates about poverty measurement, emphasizing those issues with the greatest bearing on policy discussions. (Contains 57 references, 5 figures, and 25 statistical formulas.) (TD)

ED 422 145 RC 021 615

Bredie, Joseph W. B.; Beeharry, Girindre K.
School Enrollment Decline in Sub-Saharan Africa: Beyond the Supply Constraint. World Bank Discussion Paper Number 395.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Declining Enrollment; Economic Factors; Economically Disadvantaged; Education Work Relationship; *Educational Demand; Elementary Education; *Enrollment Influences; *Family Life; Females; Foreign Countries; Males; Policy Formation; Rural Urban Differences; Womens Education
IDENTIFIERS- *Africa (Sub Sahara); Madagascar; *Rate of Return

This paper examines the causes for deteriorating school enrollment rates in sub-Saharan Africa, particularly in primary education and especially for girls. The prevalent view that deterioration in school availability and quality are responsible for declining school enrollments in many African countries seems incomplete. Several studies suggest that a household sends children to school because education costs are offset by higher future earnings associated with higher educational attainment. There are direct costs, such as school fees, and opportunity costs, such as the earnings relinquished because the child is not working. Therefore, declining incomes and employment opportunities impact on household demand for education. The policy response to declining enrollments should not be restricted to building more schools and improving existing ones. Cost-reducing and demand-stimulating measures should be considered as well. Analytical tools can help policymakers assess which costs and benefits of education engineers, the assault on affirmative action, retention in engineering, precollege preparation, and the need for action are discussed in detail. (DDR)

ED 422 162 SE 061 667

Deike, Ruth; Thorson, Kristine; Thorson, Robert
Stone Wall Secrets: Exploring Geology in the Classroom and Teacher's Guide.
PUB DATE- 98
NOTE- 130p.; Illustrated by Gustav Moore.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Earth Science; Elementary Education; *Geology; *Hands on Science; Heritage Education; Interdisciplinary Approach; *Petrology; Physical Geography; *Science Activities; Scientific Concepts; Social History
IDENTIFIERS- New England; *Rocks

What can the rocks in old stone walls say about how the earth's crust was shaped, melted by volcanoes, carved by glaciers, and worn by weather? What can they say about earlier people on the land and the first European settlers? The book, written for elementary-age children, tells the story of a New England farmer and his grandson walking beside the stone walls on the farm. As they walk, the farmer shares stories about the geologic history of the stones and their use by earlier peoples. The teacher's guide is designed around the questions that typical 10-year-old children might ask about earth science. The questions are grouped into three major subject areas: (1) Time; (2) The Earth in Space; and (3) Our Dynamic Earth. The questions within these categories are grouped according to themes such as The Origin of the Universe, The Rock Cycle, and What Happened To the Woolly Mammoth? Introductory material is provided for each section using language and comparisons that will make it easier for teachers to explore these subjects with students. The activities are designed so that students can discover answers for themselves. Resource lists in the guide provide suggestions for further reading and interesting Internet websites. (PVD)

ED 422 163 SE 061 669

Fortner, Rosanne W., Ed.; Mayer, Victor J., Ed.
Learning about the Earth as a System. International Conference on Geoscience Education Conference Proceedings (2nd, Hilo, HI, July 28-31, 1997).
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Earth Science; *Educational Strategies; Elementary Secondary Education; Geology; Higher Education; Learning Strategies; Public Policy; Science and Society; *Science Curriculum; *Science Education

Learning about the earth as a system was the focus of the 1997 International Conference on Geoscience Education. This proceedings contains details on the organization of the conference as well as five general sessions by various participants. The interactive poster sessions are organized where children replicated the number of buttons placed under a box, the same 14 addition problems with sums up to 20 were used. The third task investigated children's understanding of the associativity of length where they had to determine if string segments of various length, number of cuts, and different spatial orientations were of equal length. These data were analyzed using Rasch statistics which places both the items and the children along a hierarchical scale of difficulty. The results indicated that within each of the tasks there existed a sequential construction of increasingly complex cognitive abilities which was measured by providing the correct answers and the strategy types used. Further, a comparison between the flashcard, nonverbal, and associativity of length tasks elicited a developmental relationship between the ability to generate more sophisticated strategies to solve mathematics problems and the evolution of operational structures as measured on the Piagetian associativity task. These findings were discussed relative to the dispute as to whether mathematical knowledge consists of the internal construction of relationships or the mapping of standard mathematical symbols onto a preexisting mental model of number and number transformation. Remedial implications of the findings follow. Contains 49 references. (Author)

ED 422 187 SE 061 810

Posamentier, Alfred S.; Hartman, Hope J.; Kaiser, Constanze
Tips for the Mathematics Teacher: Research-Based Strategies To Help Students Learn.
PUB DATE- 98
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Instructional Materials; *Mathematics Instruction; Teaching Guides; Teaching Methods; *Theory Practice Relationship

Educational research, often conducted at universities or on educational sites by university researchers, is reported in educational journals, and is most often read by other researchers. The community of classroom teachers, which could benefit from the findings of educational research, rarely learn about these endeavors. The objective of this book is to bring some of the more useful research findings to the classroom teacher. The book is intended to serve as a resource for mathematics teachers that provides them with a way to access the many worthwhile findings resulting from educational, psychological, and sociological research studies done in Europe and in the United States. Chapters include: (1) Instructional Techniques; (2) Social Aspects of the Classroom; (3) Beyond the Classroom; and (4) Developing Positive Attitudes about Mathematics. (ASK)

ED 422 188 SE 061 811

Dollison, Richard A.
A Comparison of the Effect of Single-Sex and Coeducational Schooling Arrangements on the Self-Esteem and Mathematics Achievement of Adolescent Females.
PUB DATE- 98
NOTE- 34p.

Education; Environmental Influences; Instructional Materials; Interdisciplinary Approach; Multicultural Education; *Museums; *Oceanography; *Physical Geography; Prediction; Social Studies; *Weather
IDENTIFIERS- *Smithsonian Institution

This issue of "Art to Zoo" focuses on weather and climate and is tied to the traveling exhibition Ocean Planet from the Smithsonian's National Museum of Natural History. The lessons encourage students to think about the profound influence the oceans have on planetary climate and life on earth. Sections of the lesson plan include: (1) "Ocean Currents - Going with the Flow"; (2) "Coastal Climates, Inland Climates"; (3) "Getting There - Ocean Currents and Navigation"; and (4) "El Nino - An Ocean Child." Worksheets, and a resources list conclude the unit. Lessons are designed for grades 4-8 and address science, geography, and social studies. (EH)

ED 422 211 SO 028 852

Smigielski, Alan; Casey, Douglas, Ed.
Japan: Images of a People.
SPONS. AGENCY- Brother International Corp., Somerset, NJ.
PUB DATE- 97
NOTE- 18p.; "Take Home" instructions and also in Spanish. Translation by Sarita Rodriguez.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art; Art History; *Asian Studies; Cultural Awareness; Elementary Secondary Education; Foreign Countries; Geography; Instructional Materials; Interdisciplinary Approach; *Japanese Culture; Multicultural Education; *Museums; Non Western Civilization; Social Studies; World History
IDENTIFIERS- *Japan

This issue of "Art to Zoo" focuses on Japanese art and is adapted from materials developed by the education department of the Smithsonian Institution's Freer Gallery of Art and the Arthur M. Sackler Gallery. After learning how to look at paintings, students make paper screens that resemble Japanese screens. Background essays about Japan place the art lessons within a larger social studies unit on Japan. Sections of the lesson plan include: (1) "Geography of Japan"; (2) "Looking for Clues: Paintings as Information Sources"; and (3) "Japanese Screens." Worksheets, take-home pages, and a resources list conclude the unit. Lessons are designed for grades 4-9 and address art, geography, and social studies. (EH)

ED 422 212 SO 028 897

Nieuwenhuis, F. J.
The Development of Education Systems in Postcolonial Africa: A Study of a Selected Number of African Countries.
PUB DATE- 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Developing Nations; *Educational Development; *Educational Planning; Educational Research; *Educational Status Comparison; Elementary Secondary

Spirit of Moral Education -- Or What, Subject of My Will, You Will" (Tony Skillen); (6) "A Moral Fix" (Carole Cox); and (7) "Innate Morality: A Psychoanalytic Approach to Moral Education" (Michael Rustin). (EH)

ED 422 235 SO 029 130

Advancing History Education in American Schools. A Symposium at the Library of Congress. Panel 1. Occasional Paper.
PUB DATE- 96
NOTE- 14p.; For Panels 2 and 3, see SO 029 131-132.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Methods; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Historians; Historiography; *History Instruction; Primary Sources; Social Studies; *United States History

This occasional paper discusses and advances the teaching of history in U.S. schools by noted historians. James Billington, the Librarian of Congress, explains the resources available through the Library of Congress' National Digital Library Program designed to bring five million items into digitized format and make them available throughout the country. Theodore. K. Rabb, professor of history at Princeton University, described the downward trend in the teaching of history and called for a renewal of commitment to reverse this trend. David McCullough, Pulitzer Prize winner, discussed the power of the photograph and how that can draw students into history. Carol Gluck of Columbia University cautioned that memory may drive history out and put more recent events into clear-cut right or wrong decisions when numerous perspectives are actually involved. Richard Moe, President of The National Trust for Historic Preservation, emphasized the importance of cultural sites and how technology has increased the power of place. W. Chris Stewart, director of English and History Curriculum Framework Project for the District of Columbia Public Schools, discussed the role of classroom practices in student attitudes toward history. Geno Flores, teacher-consultant for the Center for Research on Evaluation, Standards, and Student Testing at the University of California at Los Angeles (UCLA), stressed the role of assessment of student knowledge in a way that demonstrates what they know rather than what facts they can recite. (EH)

ED 422 236 SO 029 131

Advancing History Education in American Schools. A Symposium at the Library of Congress. Panel 2. Occasional Paper.
PUB DATE- 96
NOTE- 14p.; For Panels 1 and 3, see SO 029 130-132.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Methods; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Historians; Historiography; *History Instruction; Primary Sources; Social Studies; *United States History

This occasional paper discusses and examines how well or how poorly history is faring in U.S. schools by noted historians. D. Stephen Elliott of Colonial Williamsburg, describes how focus group discussions improved the delivery of history at students? The report recommends that research be conducted on five aspects of student learning in the arts, including: (1) the effects of arts education on preschool children and how that relates student achievement in the arts and other academic areas; (2) the effects of arts education on preparing students for successful work and careers; (3) the effects of arts education on the academic performance of at-risk student populations; (4) the effects of arts education on student understanding and appreciation of the diversity of cultural traditions in America; and (5) identification of the best instructional practices in the arts along with the most effective methods of professional development for teachers throughout their careers to insure the highest caliber of arts instruction. The report also makes five recommendations for the development and dissemination of information to guide education policy makers in making decisions affecting arts education. (EH)

ED 422 262 SO 029 231

Greenberg, Hazel Sara; Arkin, Linda, Ed.; Mahony, Elizabeth, Ed.
Spotlight on Japan: Continuity and Change.
SPONS. AGENCY- Center for Global Partnership Foundation.
PUB DATE- 94
NOTE- 121p.; Color slides accompany the document. Funding also provided by CHART, Collaborative for Humanities and Arts Teaching.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; *Cultural Awareness; Foreign Countries; Interdisciplinary Approach; *Japanese Culture; Multicultural Education; Non Western Civilization; Secondary Education; *Social Change; Social Studies; World History
IDENTIFIERS- *Japan

This curriculum guide is the outgrowth of a program developed by The American Forum for Global Education to help New York City teachers improve the teaching of Japan in their classrooms. The resource guide provides an interdisciplinary perspective on Japanese culture for secondary teachers and students. In addition to suggested classroom activities, there are background readings and notes for the teachers that can be used for enrichment lessons with students. The five chapters focus on: (1) "Literature and Language"; (2) "Education"; (3) "Culture"; (4) "Geography"; and (5) "Social Roles." A section of teaching resources offers a map of Japan, a description of the accompanying slides, a bibliography, and a 15-item videography. (EH)

ED 422 263 SO 029 233

Arkin, Linda, Ed.; Greenberg, Hazel Sara; Barasch, Abby, Ed.
Spotlight on Turkey: Continuity and Change. An Interdisciplinary Curriculum.
PUB DATE- 92
NOTE- 220p.; Color slides accompany the documents.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

syllabus, getting to work, and closure); (6) Managing Paperwork (attendance, grades, and paperwork); (7) Avoiding Boredom--Theirs and Yours (attitudes, values, and student motivation); (8) Eating Lunch (choices and consequences); (9) Connecting with Students (being accessible, listening, reaching out, and intervening); (10) Communicating with Parents (calls home, parent relationships, open house, and ongoing contact); (11) Dealing with Difficult Students (avoiding confrontation, establishing a discipline policy, and taking action); (12) Getting Involved in Activities (as activity advisor, class sponsor, and athletic coach); (13) Networking with Professionals (support system, consultations, research, and team teaching); (14) Using a Substitute (providing information and lesson plans); (15) Taking Care of Yourself To Minimize Stress (evaluation and other sources of stress); and (16) Planning for Your Future (teacher-student relationships, travel, continuing education, professional organizations, and self-reflection). (SM)

ED 422 281   SP 038 070

Jacobson, Jennifer Richard
How Is My First Grader Doing in School? What To Expect and How To Help.
PUB DATE- 98
NOTE- 192p.; For the second volume in the series, see SP 038 071. Developmental Overview by Nancy Richards.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Students; *Grade 1; Mathematics Instruction; Parent Child Relationship; *Parent Participation; Parent Responsibility; *Parent School Relationship; Parent Teacher Cooperation; Parents as Teachers; Primary Education; Reading Instruction; Student Evaluation; Writing Instruction

This book is the first volume in a series of books to help parents support their children's classroom education and encourage them to succeed in school. The text offers insight into how children learn in first grade, outlines educational content for first grade, and provides tips on how parents can initiate fun, home-based activities that engage a child's natural desire to learn. The book begins with a developmental overview that outlines where first graders are physically and emotionally and notes general characteristics of their learning style. Key questions about homework, reading, spelling, and math abilities are answered. The book includes a 32-page assessment guide to help parents gauge their children's proficiency in various subjects and skills; various activities in reading, writing, and math that focus on tangible skills and developmental concepts; and suggestions for fostering a collaborative relationship with classroom teachers and getting a closer look at their children's school learning experiences through open houses, parent-teacher conferences, and standardized tests. Two appendixes offer the alphabet connection word family list and high frequency bookwords. Activity pages offer digraph cards, silent-e cards, an alphabet chart, a number race, a 0-99 grid, and a number train. (SM)

ED 422 282   SP 038 071

Jacobson, Jennifer Richard

varied frameworks. The 23 cases provide insights and perspectives on this educational change. Analysis of the SMTE studies suggests that quality in education is dependent upon the positive interaction of each of the responsible and interested parties. (Contains 19 references.) (SM)

ED 422 299 SP 038 089

Myers, Charles B.; Jones, David; Snyder, Chris
A Teacher Educator Studies His Teaching: A Self-Study with Multiple Perspectives.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Computer Uses in Education; Constructivism (Learning); Educational Change; *Educational Technology; Higher Education; Introductory Courses; Preservice Teacher Education; Reflective Teaching; *Self Evaluation (Individuals); *Teacher Educators; Teacher Researchers
IDENTIFIERS- Reflective Thinking

This paper reports on a 2-year study of changes that occurred in one instructor's teaching of an introductory undergraduate course on teacher education across four semesters. The study includes the voice of the instructor and four other participant-investigators. The course underwent three important modifications: (1) adding a technology emphasis, (2) moving to a combination of information-input and a constructivist and inquiry-based orientation, and (3) moving classes to multi-media, high-tech settings. The study examined: how emphasizing technology changed the instructor and the students; how the shift toward a constructivist, inquiry-oriented approach affected student learning and attitudes; how change in class location affected the instructor's teaching and class dynamics; what support and resource issues arose due to the increased technology emphasis; how each course modification affected class discussions, student interaction, and student performance; and what unexpected changes occurred as by-products of the three modifications and the self-study. Data came from class observations and videotapes, analysis of class videotapes, personal reflections by the investigators, interviews with the instructor, discussions with the investigators, copies of student work, and student surveys. Results indicated that considerable technology was added, and it was a positive move. Subtle changes in the instructor's teaching resulted from the shift to a more constructivist, inquiry-based orientation. Changes in location allowed for more flexibility in teaching and more interaction with students. (SM)

ED 422 300 SP 038 090

Shastri, Anuradhaa
Examining Academic Learning Outcomes in Service-Learning: Recent Advances, Unanswered Questions, and Guidelines.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

narrative strategies such as story, autobiographical sketches, and case study; and action research. For each strategy presented, there is an explanation along with reflective activities and questions. Action assignments, suggestions for success, journaling for reflective growth, and extended readings are included to assist the facilitator in guiding practitioners through higher levels of reflective thinking. (Contains 106 references.) (SM)

ED 422 318 SP 038 114

Murphy, Carlene U.; Lick, Dale W.
Whole-Faculty Study Groups. A Powerful Way To Change Schools and Enhance Learning.
PUB DATE- 98
NOTE- 218p.; Forewords by Dennis Sparks and Ron Brandt.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; Educational Change; Elementary Secondary Education; Faculty Development; Group Discussion; Group Dynamics; *Teacher Collaboration; *Teacher Improvement; Teachers; *Teamwork
IDENTIFIERS- *Study Groups

This book explains how to use whole-faculty study groups to get the entire teaching staff working together on one set of organizational goals. Chapter 1 discusses the school reform environment and the potential of whole-faculty study groups to serve as a major change process for improving schools and student learning. Chapter 2 describes the concept and nature of study groups, their strengths and weaknesses, and their ability to serve as vehicles for change and the creation of collaborative work cultures. Chapter 3 differentiates between means and ends, focusing attention on the desired ends (e.g., enhanced student learning and school improvement). Chapter 4 discusses the principle function of the whole-faculty study group approach, which is to effectively manage change and transition of schools and their processes. Chapter 5 addresses the context for schools in which study groups must function, discussing building commitment. Chapter 6 discusses the process for the whole-faculty study group approach, offering 14 study group process guidelines, 14 procedures for creating communication networks and strategies, and 24 study group work time models. Chapter 7 details content as the heart of the study group process. Chapter 8 discusses the team as the key to effectiveness. (Contains seven tables and figures, four resource appendices, and a recommended reading list.) (SM)

ED 422 319 SP 038 115

Brody, Celeste M., Ed.; Davidson, Neil, Ed.
Professional Development for Cooperative Learning. Issues and Approaches.
PUB DATE- 98
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 422 336 TM 028 882

Ruggiero, Vincent Ryan
Changing Attitudes: A Strategy for Motivating Students To Learn.
PUB DATE- 98
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affective Behavior; *Attitude Change; Cultural Influences; Discovery Learning; Educational Change; Elementary Secondary Education; *Learning Strategies; *Self Concept; *Student Attitudes; Student Motivation; Thinking Skills
IDENTIFIERS- *Problem Based Learning

If the main cause of many students' disinclination to learn is attitude, it follows that the most important educational reform is the restoration of attitudes favorable to learning. This book and its companion workbook are intended to assist teachers in that goal. It helps teachers understand and appraise the negative attitudes that are all too common today, and it identifies positive alternative attitudes. The best way, and in many cases, the only way, to change attitudes is through discovery/problem-based learning that entails identifying harmful attitudes and directing students to apply strategies for analyzing beliefs before discussing and debating their findings in class. The book has four main divisions. Part 1, "Fundamental Concerns," traces the problem of attitudes to the impact of mass culture and presents an overall strategy for changing harmful attitudes. The other three divisions examine particular attitudes and explain how they can be changed. Part 2 addresses "Unhealthy Attitudes toward Self," and part 3 considers "Unhealthy Attitudes toward Thinking and Feeling." Part 4, "Unhealthy Attitudes toward Learning," is of particular interest to teachers. (Contains 55 references.) (SLD)

ED 422 337 TM 028 883

Henning-Stout, Mary
Responsive Assessment: A New Way of Thinking about Learning.
PUB DATE- 94
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Educational Environment; *Educational Planning; Educational Practices; Elementary Education; *Elementary School Teachers; *Learning; Mathematics Instruction; Reading Instruction; Test Construction; Test Use; Writing (Composition)
IDENTIFIERS- *Responsive Evaluation

Responsive assessment is explored in this book in terms of its ability to support people who learn. This book represents a search for assessment practices that are relevant and responsive. Part 1 introduces responsive assessment as a set of guidelines and as a theoretical foundation for assessment and instructional planning. Chapter 1 explores the necessity of rethinking academic assessment in terms of the support it actually provides to learners. Chapter 2 outlines the data from multiple sources for decision making. In Part III, some of the system-wide concerns that developers and users of evaluation plans must confront are discussed. Chapters explore legal, ethical, administrative, and economic aspects of teacher evaluation, and ways to improve and support teacher evaluation. The use of personnel standards to improve teacher evaluation is also discussed. Each chapter contains references. (Contains six figures and four tables.) (SLD)

ED 422 354 TM 028 906

Plake, Barbara S.; Giraud, Gerald
Effect of a Modified Angoff Strategy for Obtaining Item Performance Estimates in a Standard Setting Study.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Evaluators; Performance Factors; Standards; *Test Items
IDENTIFIERS- *Angoff Methods; *Standard Setting

In the traditional Angoff Standard Setting Method, experts are instructed to predict the possibility that a randomly selected, hypothetical minimally competent candidate will be able to answer each multiple choice question in the test correctly. These item performance estimates are averaged across panelists and aggregated to determine the minimum passing score for the test. Some applications have used a modification of this method where panelists are instructed to provide their item performance estimates in deciles, with each decile representing a 10-point probability range. The purpose of the study was to investigate the validity of this approach, in terms of comparability of results to that which would occur from the traditional, open-ended administration procedures. Differences were found between the minimum passing scores across the two methods. A variation that gathered restricted item performance estimates for the initial round and reverted to the full probability scale for round 2 was shown to reduce these differences. Discussion focuses on situations where this variation to the modified Angoff method may be particularly attractive. (Contains one table and four references.) (Author/SLD)

ED 422 355 TM 028 907

Plake, Barbara S.; Impara, James C.; Spies, Robert; Hertzog, Melody; Giraud, Gerald
Setting Performance Standards on Polytomously Scored Assessments: An Adjustment to the Extended Angoff Method.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; *Cutting Scores; High School Students; High Schools; Minimum Competencies; *Prediction; *Scoring; *Standards; Writing Tests

of the structure of resiliency across age groups as well as across gender. The ninth grade sample consisted of 408 students. Another sample consisted of 392 students in grades 7 through 12, and the third sample was 304 college students. A 17-item, 3-factor model was found to be at least partially invariant between the 9th grade and the 7-12th grade data sets. In addition, analyses suggested that the structure of the resiliency scale was dramatically different for females as compared to male respondents. Results are discussed in light of developmental and identity differences. An appendix lists the three factors. (Contains 2 tables and 27 references.) (Author/SLD)

ED 422 373 TM 028 933

Integrating School Indicators, School Effectiveness, and School Improvement Research: The Louisiana School Effectiveness Pilot (SEAP).
PUB DATE- 98
NOTE- 235p.; Papers from a symposium presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Case Studies; Data Analysis; Data Collection; *Educational Improvement; Elementary Secondary Education; *Instructional Effectiveness; *Integrated Activities; Pilot Projects; School Districts; *State Programs
IDENTIFIERS- Educational Indicators; *Louisiana; Louisiana School Effectiveness Study

Six papers discuss the Louisiana School Effectiveness and Assistance Pilot (SEAP) program, an ongoing 3-year research project associated with a legislatively mandated school and district accountability program. In three phases, the project joins school indicators, school effectiveness, and school improvement initiatives. The following papers are included: (1) "Joining School Indicator, School Effectiveness, and School Improvement Research: The International Perspective" (David Reynolds and Charles Teddlie); (2) "Dueling Agendas: Louisiana's Prescription for Balancing the Often Competing Demands of Education Improvement and Accountability" (Marlyn Langley and Bobby Franklin); (3) "Analyzing Statewide School Effectiveness Datasets Accurately and Fairly: A Review of SEAP-I" (Eugene Kennedy and Linda Crone); (4) "Gathering and Analyzing Intensive School-level Process Data: A Review of SEAP-II" (Lysah Kemper, Susan Kochan, Robin Jarvis, Maryann Durland, and Jane Johnson); (5) "The SEAP Process: Illustrative Case Studies from SEAP-II" (Debbie Heroman, Sharon Pol, Bobby Franklin); and (6) "Tying School Improvement to School Accountability: A Review of SEAP-III" (James Meza, Charles Teddlie, and Sam Stringfield. Each paper contains references. (Contains 38 tables.) (SLD)

ED 422 374 TM 028 935

Ruiz-Primo, Maria Araceli; Shavelson, Richard J.; Baxter, Gail P.
Evaluation of a Prototype Teacher Enhancement Program on Science Performance Assessment. Draft.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Bootstrap Estimation of Sample Statistic Bias in Structural Equation Modeling.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); Goodness of Fit; Monte Carlo Methods; Sample Size; *Statistical Bias; *Structural Equation Models
IDENTIFIERS- *Bootstrap Methods

This study empirically investigated bootstrap bias estimation in the area of structural equation modeling (SEM). Three correctly specified SEM models were used under four different sample size conditions. Monte Carlo experiments were carried out to generate the criteria against which bootstrap bias estimation should be judged. For SEM fit indices, bias estimates from the bootstrap and Monte Carlo experiments were quite comparable in most cases. It is noted that bias was constrained in one direction in the Monte Carlo experiments because of the perfect fit of the true SEM models. For the SEM loadings and coefficients, the difference between bootstrap and Monte Carlo bias estimations was very small, and the distributions of the bias estimators from the two experiments were quite similar. For the SEM variances/covariances, the comparison of the bias estimator distributions from the two experiments indicated that bootstrap bias estimation could be considered adequate. Because the study involved three SEM models which served as an internal replication mechanism, the likelihood of chance discovery for the findings was small, and the findings should have reasonable generalizability. Future studies may extend the current findings by examining misspecified SEM models. Data nonnormality may be another dimension to be considered in future investigations. (Contains 6 figures, 4 tables, and 40 references.) (Author)

ED 422 391 TM 028 953

Fan, Xitao; Wang, Lin
Comparing Linear Discriminant Function with Logistic Regression for the Two-Group Classification Problem.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Analysis; Monte Carlo Methods; *Probability; Simulation
IDENTIFIERS- *Linear Discriminant Function; *Logistic Regression; Predictive Discriminant Analysis

The Monte Carlo study compared the performance of predictive discriminant analysis (PDA) and that of logistic regression (LR) for the two-group classification problem. Prior probabilities were used for classification, but the cost of misclassification was assumed to be equal. The study used a fully crossed three-factor experimental design (with 200 replications in each cell) manipulating sample size, prior probabilities, and equal/unequal covariance matrices. Two data and definitions. For this report, more than one-third of the indicators have been devoted to the individual, social, and labor market outcomes of education in order to respond to increasing public and government concern over these outcomes; specifically, of the labor market outcomes of education, more details regarding the relationship between education and earnings have been included in this edition than in previous editions. (Contains 114 charts and 102 tables.) (LMD)

ED 422 409 TM 029 398

Education Policy Analysis 1998.
PUB DATE- 98
NOTE- 85p.; For companion document, see TM 029 397. For the 1997 edition, see ED 412 296.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; Comparative Analysis; Definitions; Demography; Economic Factors; Educational Finance; *Educational Policy; Educational Trends; *Elementary Secondary Education; *Futures (of Society); Human Resources; Labor Market; *Lifelong Learning; Literacy; Outcomes of Education; *Postsecondary Education; Social Influences; Tables (Data); Trend Analysis; Vocational Education
IDENTIFIERS- Educational Indicators; *Organisation for Economic Cooperation Development

This volume is the companion to the 1998 collection of international education indicators from the Organisation for Economic Cooperation and Development (OECD), "Education at a Glance--OECD Indicators." It aims to deepen the analysis of current policy issues, particularly those pertaining to lifelong learning, and facilitate interpretation of data using selected indicators of particular relevance to policy issues under consideration. The four chapters analyze: (1) lifelong learning; (2) teachers for tomorrow's schools; (3) supporting youth pathways; and (4) paying for tertiary education. This volume provides both an overarching framework which sets out key elements of a lifelong learning approach and an analysis of priority issues from a lifelong learning perspective. A monitoring tool to track progress toward the realization of lifelong learning is advanced for the first time. References follow the chapters. A statistical annex provides data for the figures. (Contains 2 tables and 20 figures.) (LMD)

ED 422 410 UD 032 466

Dispelling Myths, Restoring Hope. News Media Strategies for Reporting about African American Youth and Their Experiences with Alcohol and Other Drugs.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Alcoholic Beverages; *Blacks; *Drug Use; High Schools; Mass Media Effects; National Surveys; News Media; *News Writing; Research Utilization; Resources; Social Problems; *Stereotypes; Substance Abuse; Urban Youth; Writing for Publication
IDENTIFIERS- *African Americans

1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Cultural Differences; *Discipline; Expulsion; Foreign Countries; *High School Students; High Schools; *Indigenous Populations; Interviews; *Minority Groups; Power Structure; *Suspension; Teacher Student Relationship
IDENTIFIERS- *Australia (Western Australia)

In Western Australia the suspension rate for Aboriginal students is double what could be expected on a population basis, and their exclusion rate is over seven times higher. In schools in Western Australia the act of removal from the classroom is widely practiced, and the process has been formalized to shift responsibility from the teachers to the students. Alternative narratives, particularly those of students enmeshed in the behavior management system of the school, are seldom heard because they represent a threat to the veneer of orderly practice at the school. The research described in this paper was conducted in a metropolitan school in which Aboriginal students represented about 15% of the student population. When an Aboriginal student was removed from the classroom, interviews were conducted with the student and the teacher. In all, 22 separate incidents were investigated by Aboriginal and nonAboriginal interviewers. Three of these incidents are explored in depth. The classrooms in which these events took place were sites of struggle rather than hegemonic structures in which the teacher ruled over the students. The relationship between the teacher and students varied considerably, but a common theme in the teacher interviews was the fear of losing control and there was frequent evidence of that control being quite tenuous. In this study, most of the behaviors that resulted in the sanction of being sent from the classroom were trivial, especially talking during class. They were usually perceived by the students to be trivial, and this recognition led the students to question the fairness of a system that imposed severe sanctions on what is normal social behavior. In many cases, teachers were characterized by an unwillingness to acknowledge the validity of student experience. (Contains 26 references.) (SLD)

ED 422 427 UD 032 485

Gordon, June A.
It's a Fine Line...Deconstructing Youth At-Risk: Critical Ethnography as Pedagogy.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cultural Differences; Educational Research; *Ethnography; *Graduate Students; Graduate Study; *High Risk Students; Higher Education; Secondary Education; Teachers; *Teaching Methods; Urban Schools; Urban Youth

This paper uses case studies to introduce a method by which educators in a graduate course transformed the ways in which they saw the students with whom they worked as they situated themselves within the context of "at-riskness." Four white

Canadian context. Some opponents of multiculturalism in Canada detect in the ideology an undermining of a unique Canadian identity in favor of hyphenated Canadians, while proponents see the hyphenation as adding richness and color to the Canadian character. This controversy is nothing new. In Canada, as in the Untied States, citizens have been struggling with the issue of reconciling diversity into national identity. The United States and Canada have dealt with cultural and ethnic diversity in two different ways, with the "melting pot" the goal for U.S. society, and the "mosaic" the goal for Canadian. The multicultural reality of Canada is enshrined in the Charter of Rights enacted in 1982 as an official policy for the Federal government. However, much of the work to promote multiculturalism falls into the purview of education, a responsibility of the provinces, and each has been free to commit to the policy in the way that it sees fit. Five provinces have endorsed the policy of multiculturalism, but Quebec has pursued a different approach by promoting intercultural education, looking toward a pluralistic outlook within a Francophone society. A national study, "Multicultural Education: A Place To Start" by K. McLeod and E. Krugly-Snolska (1997) has identified four phases of multicultural education in Canada. These are characterized by emphasis on: (1) cultural reinforcement; (2) group and intergroup relations; (3) antiracism; and (4) multicultural citizenship. The last phase encompasses citizenship education, inter-group relations, human rights and equity, and combats discrimination and racism. Multicultural policy has the potential for creating divisiveness, but it has a continuing and vital role to play in the ongoing definition of cultural wisdom and practices in Canada. (Contains 11 references.) (SLD)

ED 422 444 UD 032 504

Emihovich, Catherine; Herrington, Carolyn D.
Reconciling Contested Discourses: The Cultural Politics of School-Based Health Services.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; *Cultural Background; Decision Making; Diversity (Student); *Educational Policy; Elementary Secondary Education; *Political Influences; Program Implementation; Racial Differences; *School Health Services; Social Class; Values
IDENTIFIERS- *Discourse

This paper examines the cultural politics that arise when the decision is made to place health services in schools and suggests ways in which the different discourses that surface regarding program implementation might be reconciled. The policy analyses for the paper were based on a 2-year statewide evaluation of a supplemental school health program. The evaluation drew primarily on information from: (1) 2,572 students in project schools; (2) site visits with over 120 interviews with school and health services personnel, parents, administrators, and school board members; and (3) a review of health activity logs maintained by all health rooms. Two themes characterized the discourses surrounding the implementation of school-linked services. The first is that the issue of

Vollmer-Drook Conflict Resolution Curriculum, designed for use with grades kindergarten through 8. An introduction describes the pilot project, conducted at the Falk Laboratory School of the University of Pittsburgh in 1996-97, in which the Knopf Conflict Resolution Curriculum was adapted for the elementary school population. The findings of the pilot study indicated that primary school students frequently began to use conflict resolution strategies independent of adult intervention. The six steps of the adapted curriculum are then outlined: (1) defining conflict; (2) identifying feelings and actions; (3) dealing with anger; (4) building communication skill; (5) brainstorming; and (6) practicing communication and brainstorming skills. One lesson plan is presented for each step; each lesson plan includes the objective, materials needed, a warm-up activity, procedures, closure, and the rationale for the step. Appended to the document are visual materials used in the lessons. (KB)

ED 422 095　　　　PS 026 779

Eilers, Janet L.; Fox, Judith L.; Welvaert, Mona S.; Wood, Jacqueline M.
Increasing Teacher, Parent, and Student Involvement To Promote Student Learning and Self-Esteem.
PUB DATE- 98
NOTE- 126p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Action Research; Assignments; Cooperative Learning; Early Adolescents; Family School Relationship; Grade 7; Grade 8; Homework; Junior High Schools; Mathematics Skills; Middle Schools; Multiple Intelligences; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *Self Esteem; Student Attitudes; *Student Improvement; Student Journals; *Student Responsibility; Surveys
IDENTIFIERS- *Middle School Students; Student Engagement

This action research study examined the problem of the loss of commitment to schoolwork by middle level students as evidenced by missing assignments; late work, incomplete work, or both; and an attitude of indifference on the part of the students. The study also reviewed a variety of strategies to improve student learning and students' view of themselves as learners and to increase parent involvement in their children's learning. Participating in this study were seventh- and eighth-grade mathematics students in an economically and culturally diverse urban community in western Illinois. An examination of the percentage of missing, late, or incomplete assignments in 1996-97 for grades 7 and 8 mathematics classes revealed a relationship between missing, late, or incomplete assignments and low grades. Intervention strategies included cooperative learning and multiple intelligences activities, encouragement to increase students' responsibility for their own learning, increased teacher communication with parents, and new classroom management procedures involving parents. The effects of the intervention were assessed by means of surveys for students, parents, and teachers; grade records; parents' responses to written communications; student journals; and classroom observations. Post-intervention data indicated a modest increase in student achievement, increased confidence among students as mathematics learners, improved student self-image, and improved good will between home and school. Thirty ethnographic case studies, involving in-depth interviews with teachers, other school personnel, parents or caregivers, and the children themselves; and participant observations in schools and classrooms. This paper presents three case study vignettes of children in the second grade, each highlighting a different aspect of family-school communication from the perspective of the children's parents, and highlights the methodological strengths of ethnography. The paper notes that participant observation revealed factors related to the effectiveness of parent-teacher conferences in supporting children's learning. An ethnographic interview revealed one' parent's construction of a school's attempts to address her child's behavior problems. The third vignette uncovered the complexity and contradictions and race, racism, and informal communication between home and child for one African-American child. (KB)

ED 422 112 PS 026 818

Mascolo, Michael, F. Ed.; Griffin, Sharon, Ed.
What Develops in Emotional Development? Emotions, Personality, and Psychotherapy Series.
PUB DATE- 98
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Affective Behavior; Age Differences; Anger; Biological Influences; *Children; *Definitions; *Emotional Development; Emotional Experience; Emotional Response; Individual Development; Individual Differences; Infant Behavior; Models; Neuropsychology; Self Control; Sex Differences; Social Influences; Systems Approach; Theories

It is difficult to make progress in the study of emotions and emotional development if the meanings assigned to central constructs vary widely across investigators. This book clarifies and synthesizes the different ways in which emotion researchers approach fundamental questions about the nature of emotion and emotional development. Theorist and researchers addressed three major questions about emotions and their development: (1) the definition of emotion, focusing on essential components; (2) what about emotions, if anything, undergoes developmental change; and (3) the functions of the changes for the psychological or social life of the child. The chapters are: (1) "On the Nature, Development, and Function of Emotions" (Griffin and Mascolo); (2) "The Development and Structure of Emotions" (Lewis); (3) "Toward a Neuroscience of Emotion: The Epigenetic Foundations of Emotional Development" (Panksepp, Knutson, and Pruitt); (4) "Differential Emotions Theory and Emotional Development: Mindful of Modularity" (Ackerman, Abe, and Izard); (5) " A Functionalist Perspective to the Development of Emotions" (Barrett); (6) "Emotion and the Possibility of Psychologists Entering into Heaven" (Brown and Kozak); (7) "A Dynamic Systems Approach to Cognition-Emotion Interactions in Development" (Lewis and Douglas); (8) "Toward a Component Systems Approach to Emotional Development" (Mascolo and Harkins); (9) "Alternative Trajectories in the Development of Anger-Related Appraisals" (Mascolo and Griffin); (10) "The Development of Emotion from a Social Process View" (Dickson, Fogel, and Messinger); (11) "The Analysis of Emotions: Dimensions of Variation" (Frijda, Mesquita); (12) "The Narrative Construction of Emotional Life: Developmental Aspects" (Mancuso and Sarbin); and (13) "Alternative

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attention; *Class Organization; *Classroom Environment; Elementary Education; Peer Relationship; Program Effectiveness; Program Evaluation; Student Behavior; *Time on Task
IDENTIFIERS- *Seating Assignments

This action research project implemented and evaluated a program for improving classroom seating arrangements in order to increase on-task behavior among students in second and third grade. The problem of off-task behavior was documented by means of behavior checklists and anecdotal records. Analysis of probable cause data revealed that students' low on-task behavior was due to the type of seating arrangement, proximity of students' seats to the teacher, ability levels of the students, and type of lesson activity. A review of solution strategies resulted in the selection of three seating arrangement designs: clusters of three, U-shape, and rows. In conjunction with these three seating arrangements, student-teacher proximity and peer relationships were considered. Post-intervention data collected through various methods indicated that although each seating arrangement was effective during certain lessons, there was no arrangement that was effective for all lessons, suggesting that increased on-task behavior may be more easily achieved when the seating arrangement matches the goal of the lesson. (Three appendices contain program materials. Contains 17 references.) (EV)

ED 422 130 PS 026 909

MacBeth, Tannis M., Ed.
Tuning in to Young Viewers: Social Science Perspectives on Television.
PUB DATE- 96
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescents; Age Differences; Aggression; Audience Response; Audiences; *Children; Cognitive Development; Creativity; Cultural Images; Cultural Pluralism; Ethnic Stereotypes; Fear; Individual Characteristics; *Mass Media Effects; Media Research; Persistence; Programming (Broadcast); Social Development; Social Science Research; Television Research; *Television Viewing; Violence

Research indicates that children are especially vulnerable to the effects of television viewing. Taking a psychological, social-science perspective, this book explores how television viewing affects children. Chapter 1, "Introduction," (MacBeth) discusses the issues involved, how researchers go about studying media effects, whether television viewing is an active or passive activity, and how to determine whether television affects viewers and whether viewers with different characteristics use television differently. Chapter 2, "Television and Socialization of Young Children," (Huston and Wright) explores what family influences, societal influences, and individual characteristics are important in determining how much and what programming children watch, and how patterns of viewing affect children's social development and thinking. Chapter 3, "Diversity on Television," (Graves) discusses whether the multicultural nature of North American society is reflected in television programming and the effect of various impact on household schooling decisions. Three studies of household demand for education in Ivory Coast and Tanzania are reviewed, which use very data-intensive regression analyses. A simpler, private rates of return analysis is suggested to identify constraining factors in educational demand. An appendix presents a detailed examination of primary school enrollments and opportunity costs in Madagascar from a gender perspective. Nineteen tables present data on school enrollment, return on investment in education by level and region, and time spent on various chores and employment activities. (Contains 81 references.) (TD)

ED 422 146 RC 021 616

Expanding Economic and Educational Opportunity in Distressed Rural Areas: A Conceptual Framework for the Rural Community College Initiative.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 24p.; "A national demonstration of the Ford Foundation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Change Strategies; *College Role; *Community Colleges; Community Development; Cooperative Planning; *Economic Development; Education Work Relationship; *Rural Areas; Rural Education; School Community Relationship; Strategic Planning; Two Year Colleges
IDENTIFIERS- Institutional Capacity; *Rural Community College Initiative

The Rural Community College Initiative (RCCI) collaborates with community colleges in rural communities that are racially, ethnically, culturally, and economically diverse by challenging them to think broadly about their potential as catalysts for regional development. RCCI is a national demonstration program that combines the goals of rural development and access to education, providing funding and technical assistance to 24 colleges in 1998. This booklet outlines RCCI principles, discusses strategies of access to education and economic development, and describes the place of community colleges in the community-wide collaborative process. The foundations for economic development are briefly described in terms of strategic planning and the role of the community college. Roles for community colleges to assume in local economic development are explained: regional leadership; workforce development in collaboration with employers; promotion of technology transfer, competitiveness, entrepreneurship, and small business development; poverty-targeted programming; and encouragement of a strong education ethic. Outlined are expanded and more aggressive strategies by which community colleges can increase access both to education and to the opportunities created through education. These strategies focus on partnerships with secondary schools, disadvantaged students, nontraditional programs, and distance learning. Essential institutional capacities and characteristics are listed, and the college-community collaboration process is discussed. (SAS)

ED 422 147 RC 021 617

Oldendorf, Sandra; Riney, M. Reisz
Collaboration on Campus: Teaching Rural High School Students through College Methods Classes.
PUB DATE- 98

according to three themes: (1) Earth Systems/Science Programs; (2) Earth Systems/Science Instruction; and (3) Public Information, Research, and Innovation. Addresses related to the conferring of four lifetime service awards are also included along with conference highlights, participants' evaluation of the conference, participant addresses, and an index to program contributors. (DDR)

ED 422 164 SE 061 677

Guzzetti, Barbara J.
Texts and Talk: The Role of Gender in Learning Physics.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Classroom Environment; Educational Change; *Equal Education; Grouping (Instructional Purposes); *Learning Strategies; *Physics; Science Education; Secondary Education; *Sex Differences; Small Group Instruction

This paper reports action research that focuses on gender as a social influence on learning through literacies such as listening, speaking, reading and writing, and orality. Data were collected in three physics classes taught by two teachers, one male and one female, representing three levels of physics. Teachers and researchers worked together in formulating related questions for study, developing questionnaires, and reacting to and analyzing data. The data from the two years of observation in secondary science classes suggest that: (1) behaviors that characterize gender disparity in science include those previously identified in the literature; (2) students are well aware of gender bias in their classrooms; (3) learning in science is influenced by the perceptions and expectations of both teachers and students; (4) gender disparity will be difficult to change; and (5) putting students in small groups does not increase their participation. Contains 48 references. (DDR)

ED 422 165 SE 061 679

Owens, Vivian
Chemistry Quickies.
PUB DATE- 98
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Cognitive Processes; Educational Change; Educational Games; Learning Strategies; *Motivation Techniques; Science Activities; *Science Curriculum; Secondary Education; Student Motivation; Textbooks; *Thinking Skills

Chemistry Quickies is not a textbook, but it can be used as a supplement to chemistry textbooks because it presents a questioning approach to critical thinking and critical reading. Since the book was arranged for daily sequence without dependence on topic grouping, students acquaint themselves with their textbooks through deliberate exploration that is much faster than a normal course development schedule. Students glimpse concepts sometimes not covered by their textbooks and also ponder ideas which may prompt them to broaden their interest in chemistry. Suggestions for use are provided.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Coeducation; Elementary Secondary Education; *Females; *Mathematics Achievement; Mathematics Education; *Self Efficacy; Sex Differences; *Single Sex Schools

Coeducation has been nearly universal in public schools in the United States during the 20th century. Research conducted in the last decade has questioned the effectiveness of coed schooling with regard to the self-esteem and mathematics achievement of adolescent females. Early research reported that single-sex schools where superior to coeducational schools, yielding higher levels of achievement and a greater sense of self-efficacy. More recent research challenges the methods and interpretation of earlier findings. Studies of student performance in single-sex schools lessens the school effect, attributing gains to family background factors. Current findings do not totally dismiss school effects, as class size and curriculum are seen as important factors effecting female student achievement. Analysis of single-sex classes within coeducational schools reveals improved locus-of-control and more positive feelings for mathematics with modest improvement in mathematics achievement. The literature indicates that a sex segregated school environment is not the most critical variable effecting the mathematics achievement of adolescent females. Contains 57 references. (Author)

ED 422 189 SE 061 827

Mathematics and Science Achievement State by State, 1998. Goal 3: Student Achievement and Citizenship. Goal 5: Mathematics and Science.
PUB DATE- 98
NOTE- 584p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Mathematics Achievement; *Science Education; *Standards; Tables (Data); *Test Results
IDENTIFIERS- *National Education Goals 1990; State Mathematics Assessment (NAEP); State Science Assessment (NAEP)

The aim of the third National Education Goal is for all U.S. students to be competent in academic subject matter. The aim of the fifth National Education Goal is for U.S. students to perform at world-class levels in mathematics and science. The purpose of this report is to summarize the amount of progress that each state has made in raising student academic achievement in mathematics and science since the National Education Goals were established in 1990. The report contains four pages of information for the United States, each state, the District of Columbia, and five U.S. territories. The first three pages in each set measure progress toward Goal 3, using data from the National Assessment of Educational Progress (NAEP). The fourth page in each set shows how close each state is to achieving Goal 5. It is concluded that the majority of states participating in the NAE have made progress toward Goal 3. (ASK)

ED 422 190 SE 061 829

Johnson, Eugene G.
Linking the National Assessment of Educational Progress (NAEP)

Education; Foreign Countries; Higher Education; International Cooperation
IDENTIFIERS- *Africa (Sub Sahara)

This study traces educational policy development and implementation in the postcolonial era in eight sub-Saharan African countries. A basic premise is that the education system in any country is a result of interacting forces in the unique historical development of the country. The volume analyzes the forces in terms of their relevance and applicability to the South African situation, especially as far as donor funding is concerned. The countries of the study are Botswana, Kenya, Lesotho, Malawi, Swaziland, Tanzania, Zambia, and Zimbabwe. Chapters of the book include: (1) "Background to the Study"; (2) "Educational Development in Postcolonial Africa"; (3) "Donor Aid to Africa"; (4) "Policy Options for Educational Development in Africa"; and (5) "Policy Options for Donor Aid." Six tables and 14 figures accompany the text. Two appendices and a 44-item bibliography conclude the text. (EH)

ED 422 213 SO 028 900

Drum, Jan; Hughes, Steve; Otero, George
Global Winners: 74 Learning Activities for Inside and Outside the Classroom.
PUB DATE- 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Global Education; Instructional Materials; *International Education; Multicultural Education; Social Studies

This book provides 74 learning activities to help K-12 students, college students, and even seniors develop the global perspective needed for the 21st century. Each learning exercise is preceded by an introduction that sets the theme of the activity and states its purpose or objective. Appropriate age or grade use and gives instructions on how to implement the activity in a variety of ways are given. The exercises are clustered around six themes: (1) increasing state-of-the-planet awareness (9 activities); (2) developing perspective consciousness (17 activities); (3) valuing diversity (11 activities); (4) living responsibly with others (13 activities); (5) understanding world issues and trends (16 activities); and (6) expanding the capacity to change (8 activities). (EH)

ED 422 214 SO 028 926

Patterns in Practice: Selections from the "Journal of Museum Education."
SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 92
NOTE- 395p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Anthologies; *Cultural Centers; *Heritage Education; Higher Education; *Material Culture; *Museums; Reference Materials; Resource Centers

Williamsburg. Claudia Hoone, fourth-grade teacher at Public School 58 in Indianapolis, advocates using methods of historical investigation to enliven student learning and draw them into history. John Lewis Gaddis of the Contemporary History Institute of Ohio University discusses the changing definition of "contemporary" and how the struggle is to retain the sense of immediacy that can come from any subject in history. Barbara J. Fields, Columbia University, examines how history can be used most accurately to demonstrate that race is a historical process, not a biological fact or an innate and primordial prejudice. Spencer Crew of the National Museum of American History of the Smithsonian Institution explains how "story and stuff" must be included in history in order to make it something in which people participate. Lewis Laphan, editor of "Harper's Magazine," proffers how the teaching of history is a necessity to give people a sense of their kinship with a wider self and a historical perspective of events. (EH)

ED 422 237 SO 029 132

Advancing History Education in American Schools. A Symposium at the Library of Congress. Panel 3. Occasional Paper.
PUB DATE- 96
NOTE- 14p.; For Panels 1 and 2, see SO 029 130-131.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Methods; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Historians; Historiography; *History Instruction; Primary Sources; Social Studies; *United States History

This occasional paper discusses and examines the teaching of history in U.S. schools by noted historians. Byron Hollinshead, vice chair of the National Center for History Education, was moderator for the panel. William H. McNeill, University of Chicago, discussed the problem of pigeonholing or simplifying history into simple equations and how history gives a sense of identity to people. Mary Beth Norton, Cornell University, examined the problem of updating content of history in textbooks used in the classroom. Akira Iriye, Harvard, explained how the study of 20th century U. S. history becomes world history and how the compartmentalization movement is counter to that interrelatedness. Louise Ano Nuevo Kerr, University of Chicago, advocated using history as an active endeavor, not a passive pastime, and how educators must realize that the students' concepts of history are bounded by their own experiences. Tom Dunthorn, social studies specialist for the Florida Department of Education, discussed Florida's work with the social studies framework development and how states must be willing to sustain support for teachers to develop and integrate curricular change. (EH)

ED 422 238 SO 029 133

Building a World History Curriculum. A Guide to Using Themes and Selecting Content. Building of a History Curriculum Series: Guides for Implementing the History Curriculum Recommended by the Bradley Commission on History in Schools.
PUB DATE- 97
NOTE- 47p.; For another guide in this series, see ED 421 387.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(055)
DESCRIPTORS- Area Studies; *Cultural Awareness; *Culture; Foreign Countries; Interdisciplinary Approach; *Middle Eastern History; *Middle Eastern Studies; Multicultural Education; Non Western Civilization; Secondary Education; *Social Change; Social Studies; World History
IDENTIFIERS- *Turkey

This resource guide provides background and source material about the Turkey for secondary teachers and students. In addition to suggested classroom activities, there are background readings and notes for the teachers that can be used for enrichment lessons with students. Each chapter views a single question from multiple perspectives. The six chapters focus on: (1) "Who Are the Turks?"; (2) "Is Turkey a Bridge between East and West?"; (3) "How Do the Turks Express Themselves in Music, Art and Literature?"; (4) "How Did the Turks Create a Tolerant Community?"; (5) "What Is Daily Life among the Turks?"; and (6) "How is Twentieth Century Leadership a 'Lens' for Change?" The volume concludes with a description of the accompanying slides, a 50-item select bibliography, and 14 endnotes. (EH)

ED 422 264 SO 029 237

Rakow, Meg Regina
Laos and Laotians.
SPONS. AGENCY- Henry Luce Foundation, New York, NY.
PUB DATE- 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Indochinese; *Laotians; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; World History
IDENTIFIERS- *Asian Culture; *Laos

This book introduces students to the people and country of Laos. The historic "Land of a Million Elephants" (Lan Xang) is filled with diversity and wonder. This book provides background information and suggested topics for an intensive study of the country. The seven chapters are entitled: (1) "Land and People"; (2) "Society and Culture: Lowland Lao"; (3) "Society and Culture: Highland Lao"; (4) "Early History"; (5) "Colonialism and Independence"; (6) "War and Revolution"; and (7) "Laos and Laotians Today." Tables, diagrams, graphs, and maps illustrate the text. A 67-item glossary, bibliography, resource list, and answer key conclude the book. (EH)

ED 422 265 SO 029 246

Oldakowski, Ray, Ed.; Molina, Laurie, Ed.; Purdum, Betsy; Ed.
Growth, Technology, Planning, and Geographic Education in Central Florida: Images and Encounters. Pathways in Geography Resource Publication: No. 16.
PUB DATE- 97
NOTE- 154p.; Publication prepared for the Annual Meeting of the National Council for Geographic Education (82nd, Orlando, FL, October 8-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings

How Is My Second Grader Doing in School? What To Expect and How To Help.
PUB DATE- 98
NOTE- 192p.; For the first volume in the series, see SP 038 070. Developmental Overview by Nancy Richards.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Students; *Grade 2; Mathematics Instruction; Parent Child Relationship; *Parent Participation; Parent Responsibility; *Parent School Relationship; Parent Teacher Cooperation; Parents as Teachers; Primary Education; Reading Instruction; Student Evaluation; Writing Instruction

This book is the second volume in a series of books to help parents support their children's classroom education and encourage them to succeed in school. The text offers insight into how children learn in second grade, outlines educational content for second grade, and provides tips on how parents can initiate fun, home-based activities that engage a child's natural desire to learn. The book begins with a developmental overview that outlines where first graders are physically and emotionally and notes general characteristics of their learning style. Key questions about homework, reading, spelling, and math abilities are answered. The book includes a 32-page assessment guide to help parents gauge their children's proficiency in various subjects and skills; various activities in reading, writing, and math that focus on tangible skills and developmental concepts; and suggestions for fostering a collaborative relationship with classroom teachers and getting a closer look at their children's school learning experiences through open houses, parent-teacher conferences, and standardized tests. Activity pages offer sight word phrase cards, a 0-99 grid, and place value patterns. (SM)

ED 422 283   SP 038 072

Hunt, Gilbert; Wiseman, Dennis; Bowden, Sandra
The Middle Level Teachers' Handbook. Becoming a Reflective Practitioner.
PUB DATE- 98
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Classroom Environment; Curriculum Development; Developmental Stages; Educational Environment; Elementary School Teachers; Evaluation Methods; Intermediate Grades; Junior High School Students; Junior High Schools; *Middle Schools; *Reflective Teaching; Secondary School Teachers; Student Evaluation; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Middle School Teachers; Reflective Thinking

This textbook is designed to help beginning middle level teachers develop teaching philosophies, behaviors, and skills relevant to effective instruction. The eight chapters include the following: (1) Origins and Essential Elements of Middle Level Schools (junior high schools and middle schools); (2) Essential Characteristics of Middle Level Teachers (leadership skills,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Community Services; High School Students; High Schools; Higher Education; Outcomes of Education; School Community Relationship; Secondary Education; *Service Learning; *Student Participation; Student Volunteers

This paper examines studies that have investigated academic learning outcomes in service learning, identifies unanswered questions in assessing academic efforts, and offers guidelines to evaluate content gains in courses that integrate service learning. Research shows that peer tutoring increases achievement scores for both the tutors and the students being tutored. Consistent gains in factual knowledge have been found when measuring the kind of information students are most likely to encounter in their field experiences. Studies show that community service is a valuable experience for helping students understand course material and achieve personal and educational goals. Some research shows that students involved in service learning get better grades and are more likely to feel that they have performed up to their potential in the course. Unanswered questions about service learning focus on: (1) why the assessment of academic learning outcomes in service learning is different; (2) what the methodological issues are that must be considered; and (3) what aspects of service learning have been most revealing. (Contains 30 references.) (SM)

ED 422 301 SP 038 093

Hanson, Karen L., Ed.
Case Study Digest: Preparing Teachers for Education Administration.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Administrators; Case Studies; Collegiality; Diversity (Student); *Educational Administration; Elementary Secondary Education; Instructional Leadership; Interpersonal Competence; Leadership Qualities; *Leadership Training; Parent School Relationship; *Principals; Problem Solving; School Nurses; School Personnel; School Policy; School Safety; Student Behavior; Teachers

This case study digest is intended for classroom teachers who wish to discuss a variety of challenges in school leadership. The publication targets classroom teachers who desire leadership training and aspire to become school administrators. The case studies represent actual incidents experienced by school leaders. The cases are formatted to include an overview of the community, the primary players, and the principal problem. As each case is presented, the reader assumes the role of the school administrator and actively participates in resolving the issues introduced in the case and highlighted in the questions immediately following. Each of the cases introduces a unique set of circumstances that require leadership skill and expertise in resolving the situation. There are 17 cases: (1) "Is There a Nurse in the House?" (M.C.C.); (2) "May the Best Clerk Win" (Deborah Huggins); (3)

(055)
DESCRIPTORS- Communication Skills; Constructivism (Learning); *Cooperative Learning; Decision Making; Elementary Secondary Education; *Faculty Development; Interpersonal Competence; Organizational Development; Teacher Attitudes; Teacher Collaboration; *Teacher Improvement; Teachers; Teaching Methods; Teamwork
IDENTIFIERS- Reflective Thinking; Social Constructivism

This book describes approaches to professional development for cooperative learning and how the use of cooperative learning for teacher learning is leading to new insights into professional growth in schools. Part 1, "Begin with the Teacher: Focusing Professional Development for Cooperative Learning," offers "Introduction: Professional Development and Cooperative Learning" (C. Brody and N. Davidson) and the first four chapters: (1) "The Significance of Teacher Beliefs for Professional Development and Cooperative Learning" (C. Brody); (2) "Creating Sustained Professional Growth Through Collaborative Reflection" (C. Cooper and J. Boyd); (3) "The Role of Staff Developers in Promoting Effective Teacher Decision-Making" (C. Rolheiser and L. Stevahn); and (4) "Staff Development That Makes a Difference" (P. Roy). Part 2, "Lessons From the Field: Approaches to Cooperative Learning and Implications for Professional Development," includes: (5) "Staff Development and the Structural Approach to Cooperative Learning" (S. Kagan and M. Kagan); (6) "Beyond the Workshop: Evidence from Complex Instruction" (R. Lotan, E. Cohen, and C. Morphew); (7) "A Social Constructivist Approach to Cooperative Learning and Staff Development: Ideas from the Child Development Project" (M. Watson, S. Kendzior, S. Dasho, S. Rutherford, and D. Solomon); (8) "Preparing Teachers and Students for Cooperative Work: Building Communication and Helping Skills" (S. Farivar and N. Webb); (9) "The Cognitive Approach to Cooperative Learning: Mediating the Challenge to Change" (J. Bellanca and R. Fogarty); and (10) "Professional Development for Socially-Conscious Cooperative Learning" (N. Schniedewind and M. Sapon-Shevin). Part 3, "The Learning Community: Cooperative Learning and Organizational Change," includes: (11) "Effective Staff Development in Cooperative Learning: Training, Transfer, and Long-Term Use" (D. Johnson and R. Johnson); (12) "Mutually-Sustaining Relationships between Organization Development and Cooperative Learning" (R. Schmuck); (13) "Faculty Development Using Cooperative Learning" (S. Ellis); and (14) "Developing a Collaborative Environment through Job-Embedded Staff Development: One District's Journey" (L. Munger). Part 4, "Return to the Vision of Community," includes: (15) "Cooperative Learning Communities: Expanding from Classroom Cocoon to Global Connections" (L. Forest) and (16) "Afterword: Promising Practices and Responsible Directions" (C. Brody and N. Davidson). (SM)

ED 422 320 SP 038 116

Galvez-Martin, Maria Elena
Who is More Reflective? Inservice or Preservice Teachers?
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education;

responsive assessment approach and suggests existing practices that can serve as tools for its application. Chapter 3 considers the assumptions underlying both conventional and responsive practice, explores criteria for assessment practice, and discusses consultation as the practical foundation for any responsive assessment activity. Part 2 details the practice of responsive assessment. Chapter 4 contains a case illustration of the first option for supporting learning with academic assessment: assessing the learning environments in and out of school. Chapters 5 to 7 focus on applications of responsive assessment in reading, written language, and mathematics respectively. Chapter 8 addresses group academic assessment with regard to the criticism of current practice and the promise of recent developments. Chapter 9 considers barriers to the practice of responsive assessment and makes suggestions for addressing the organizational, governmental, and cultural roadblocks. The primary focus is on elementary schools, and the examples are drawn form the elementary school classroom, but the applications of responsive assessment can be extended to all areas of learning. (Contains 10 figures, 4 tables, 1 exhibit, and 237 references.) (SLD)

ED 422 338 TM 028 884

Creswell, Jeff
Creating Worlds, Constructing Meaning: The Scottish Storyline Method. Teacher to Teacher Series.
PUB DATE- 97
NOTE- 124p.; Foreword by Bobbi Fisher.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constructivism (Learning); Educational Assessment; Elementary Education; Elementary School Students; *Elementary School Teachers; Foreign Countries; Grade 3; Grade 4; *Language Skills; Reading Instruction; *Story Telling; Writing (Composition)
IDENTIFIERS- Scotland

The approach known as the Storyline Method was developed by a group of educators at Jordanhill College of Education in Glasgow (Scotland). The development of the Storyline Method took place over years, and the approach, with its simple framework of Storyline, key questions, and activities, has stood the test of time. Storyline uses the power of story to create a meaningful real-life context through which students learn concepts and skills. Students and teachers work collaboratively to create a setting and characters, and the plot evolves as they address real problems and issues that arise. This book follows the development of Storyline in a U.S. teacher's mixed third- and fourth-grade classroom over 4 years. A history of the method is presented, and five examples of Storylines created are described. All the activities involve more than one subject and advance student knowledge and skill in more than one area. The following chapters are included: (1) "My Own Beginnings"; (2) "The Philosophy"; (3) "The Structure"; (4) "The Hotel"; (5) "Space Adventure: Operation DSCV"; (6) "The Radio Station"; (7) "The Huk-Toocht Fish Farm"; (8) "Underground to Canada"; and (9) "Final Considerations." It is stressed that by its very nature, Storyline creates natural opportunities for children to demonstrate competence in all areas of the curriculum. The key for the teacher is to decide which pieces of work he or she will use as formal assessment tools. (Contains 14 figures.) (SLD)

IDENTIFIERS- *Angoff Methods; *Polytomous Scoring; Standard Setting

Setting performance standards on constructed-response assessments involving polytomously scored exercises presents a challenge for measurement practitioners. Some standard setting methods designed for use with multiple-choice, dichotomously scored assessments entail aggregating item performance estimates across a panel of experts. For these items, the experts are asked to predict the probability that a minimally competent candidate will correctly answer each of the items in the test. When working with constructed-response, polytomously scored assessments, panelists are often asked to predict the score that would be obtained by a minimally competent candidate and these expected score values are aggregated to determine the passing score. The resultant cutscore often has been found in practice to be unrealistically high. This study investigates the effectiveness of an adjustment technique to reduce the possible inflation of cutscores. Candidates are asked to estimate the proportion of minimally competent candidates who will answer the item (or pass the examination) correctly, and proportions are used as weights in computing the adjusted minimum passing score. The study applied the adjusted extended Angoff approach to a high school writing assessment involving 23 teachers. Application of the adjustment procedure was less than successful for a variety of reasons. The adjustment was minimal and panelists felt that it was unnecessary. In addition, the ramifications of revealing Round 2 results in order to gather these adjustments had negative consequences. Research is needed to study other possible adjustment strategies. (Contains one table and six references.) (SLD)

ED 422 356   TM 028 908

Modi, Manisha; Konstantopoulos, Spyros; Hedges, Larry V.
Predictors of Academic Giftedness among U.S. High School Students: Evidence from a Nationally Representative Multivariate Analysis.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academically Gifted; Community Characteristics; Family Characteristics; *High School Seniors; High Schools; Institutional Characteristics; Multivariate Analysis; National Surveys; Parent Child Relationship; *Parent Influence; *Prediction; Regression (Statistics); Socioeconomic Status; *Student Characteristics; Talent

Logistic regression analyses were employed using a nationally representative sample of high school seniors to determine how student, socioeconomic status, home environment, community, and school variables relate to academic talent. Students identified as talented scored at or above the 95th percentile on a composite academic achievement test. Results reveal that key student variables related to the development of academic talent include the amount of independent reading, enrollment in academic programs, high educational aspirations, amount of time spent on homework, and extracurricular activities. In addition, students whose parents hold high aspirations for their educational futures are more likely to be talented. However,

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Faculty Development; *Inservice Teacher Education; Models; *Performance Based Assessment; Program Effectiveness; *Program Evaluation; Program Implementation; *Science Instruction

A central task in evaluating a prototype education program is to study the variability of delivery and outcomes from site to site. The evaluation should also indicate what to expect and what to do when a Teacher Enhancement Program (TEP) program becomes fully operational. An approach to evaluating TEPs was developed and applied to a concrete case, an evaluation of a prototype TEP designed to enhance teachers' knowledge and use of science performance assessments. The prototype program was implemented in two sites with different facilitators and participants. Three program components--delivery, materials, and outcomes--were evaluated successively across three iterative tryouts using multiple sources of information and multiple methods of data collection. Evaluation findings across the three tryouts showed that the program was "robust." In general, the TEPs produced similar results with different facilitators despite variations in program implementation. However, evaluation findings from direct observation revealed that during the implementation of the program, some information provided by facilitators during discussions and/or in answering participants' questions was not always accurate. Facilitators must have extensive knowledge and experience in hands-on science teaching and with performance assessments. Moreover, these facilitators must be thoroughly trained in delivering the TEP, if misconceptions are to be avoided. Appendixes list topics addressed in the programs by goal, the sequence and organization of program content, and topics and issues in the new prototype program. (Contains 6 tables, 7 figures, and 30 references.) (Author/SLD)

ED 422 375 TM 028 936

Hogan, Kathleen, Ed.; Pressley, Michael, Ed.
Scaffolding Student Learning: Instructional Approaches & Issues. Advances in Teaching and Learning Series.
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Constructivism (Learning); Educational Practices; Elementary Secondary Education; *Instructional Effectiveness; Learning Strategies; Reading Instruction; Teaching Methods; Tutoring
IDENTIFIERS- *Scaffolding

This volume explores the theory and practice of scaffolding, instruction that provides students with the intellectual support to function at the cutting edge of their development. Scaffolding means providing support to allow the learner to learn for himself or herself. Scaffolding is a challenging form of instruction, but as the contributors to this collection suggest, it can be done both in the classroom and in one-to-one settings. Chapters in this volume illustrate how competent scaffolders manage the complexities of this mode of instruction. The following chapters are included: (1) "Scaffolding: A Powerful Tool in Social Constructivist Classrooms" (Laura R. Roehler and Danise J. Cantlon); (2) "Scaffolding the Development of Intelligence among Children Who Are Delayed in Learning To Read" (Irene W. Gaskins, Sharon patterns were simulated to provide a replication mechanism within the study. The major findings are: (1) PDA and LR have comparable performance for two groups with equal prior probabilities; and (2) for two groups with unequal prior probabilities, LR minimizes the error rate for the smaller group, and PDA minimizes the error rate of the larger and total sample. Consistency was observed across the two data patterns. The findings reveal a picture of PDA and LR that seems to be more complicated than that typically portrayed in the literature. Limitations of the study are noted, and future directions are suggested. (Contains 2 figures, 5 tables, and 29 references.) (Author/SLD)

ED 422 392 TM 028 954

Zhang, Shuqiang
Fourteen Homogeneity of Variance Tests: When and How To Use Them.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Statistical Analysis; *Test Use; Textbook Content
IDENTIFIERS- *Homogeneity of Variance

Homogeneity of variance (HOV) is a major assumption underlying the validity of many parametric tests. More importantly, it serves as the null hypothesis in substantive studies that focus on cross- or within-group dispersion. Despite a widely acknowledged need for testing HOV, very few textbooks give adequate coverage on the topic, and many HOV tests are still missing from statistical software packages. Using language comprehensible to those who have completed only 1 introductory statistics course in college, this paper explains 14 representative HOV tests for 5 types of research situations: (1) 1-sample HOV test; (2) 2-sample HOV test; (3) HOV test involving 2 or more samples; (4) HOV test for factorial designs; and (5) HOV tests for 2 correlated samples. Brief guidelines are provided as to when and how each of the HOV tests is to be used, and sample programs are included for HOV tests available from the SAS/STAT system. All the remaining tests can be very easily calculated by hand using descriptive statistics. The paper concludes with a conceptual summary of four major approaches to HOV testing. (Contains 19 references.) (SLD)

ED 422 393 TM 028 955

Lee, Guemin; Frisbie, David A.
A Generalizability Approach To Evaluating the Reliability of Testlet-Based Test Scores.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers,

This booklet has been prepared as a resource guide for professionals in the news business. The tools in this booklet offer new ideas for news stories about African American youth and substance abuse. The facts section offers background on the research that shapes current thinking about alcohol and other drug use. The media strategies section provides concrete tips for each point in the news process, from the first news meeting of the day until the final assignment is completed. The resources and references section identifies a wealth of new sources to broaden news coverage. In reporting on alcohol and other drugs it is easy to focus on the specifics of a particular story and overlook the bigger picture. The story of African Americans and drugs is frequently based on misconceptions and expediency, but research shows that young African Americans, even in low-income areas, are less likely to use alcohol and other drugs than many other youth of the same age. Three national surveys have for years reported lower rates of alcohol and drug use among African American youth. These include two federally funded surveys, the National High School Senior Survey and the National Household Survey on Drug Abuse, and a survey conducted by an Atlanta-based organization, the PRIDE Data on High School Students. Concentrating on use issues alone may obscure the many negative ways alcohol and other drugs affect the lives of African American youth, and these facts, as well as the link between violence and drug use, cannot be ignored. Bearing these research findings in mind, specific strategies are given for producers and assignment editors and reporters. The emphasis is on accurate reporting and avoiding stereotypes that obscure the real damage drugs can do while perpetuating harmful or disrespectful ideas about minority groups. Thirty-three resources are listed for further information. (SLD)

ED 422 411   UD 032 467

Reaching African-American Youth Who Live in High-Risk Environments. Technical Assistance Bulletin.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; *Black Youth; Community Programs; *Drug Use; *High Risk Students; Inner City; Models; *Outreach Programs; Program Development; *Urban Youth; *Youth Programs
IDENTIFIERS- *African Americans

To support community efforts to reach out to African American youth confronted with high-risk environments in the cities, the Center for Substance Abuse Prevention has launched the Urban Youth Public Education Campaign. This campaign targets 9- to 13-year-old African American youth in high-risk inner-city environments. The campaign is designed to reinforce ongoing alcohol, tobacco, and other drug (ATOD) prevention efforts. In Phase 1, the campaign targeted youth in 14 major cities. In Phase 2, the campaign is reaching to more cities and collaborating with other agencies to form links between prevention and treatment professionals. This bulletin shares the lessons learned from the campaign's market research, campaign implementation, and materials development phases, and it includes suggestions for other programs. The market research women, all of whom worked with at-risk youth, took a graduate course on the educational challenges of youth at-risk. They were required to conduct ethnographic fieldwork in which their views of being at-risk were informed by a range of respondents, including students, staff, teachers, and administrators. In many ways, these students had internalized the acceptable responses when asked to define being at risk, but they soon began to respond to teacher questions by separating their preconceptions from their actual belief structures. Another outcome of the process was that they began to learn from their students, undergoing a pedagogical transformation to increased respect for their students and a personal transformation through self-reflection. The case studies illustrate how critical ethnography as pedagogy creates opportunities for increased awareness of multiple identities as thinkers interrogate their own assumptions of the "other." (Contains 14 references.) (SLD)

ED 422 428   UD 032 486

Farkas, Steve; Johnson, Jean
Time To Move On: African-American and White Parents Set an Agenda for Public Schools.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Surdna Foundation, Inc., New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 98
NOTE- 51p.; Written "with Stephen Immerwahr and Joanna McHugh." Afterword by Wendy D. Puriefoy and Deborah Wadsworth.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Agenda Setting; *Blacks; *Educational Change; Educational Improvement; Educational Policy; Elementary Secondary Education; *Parent Attitudes; Parents; *Public Schools; School Desegregation; Socioeconomic Status; Surveys; Whites
IDENTIFIERS- *African Americans

This booklet reports on the results of in-depth telephone surveys of 800 black parents and 800 white parents who were questioned about their children's education. Also included is information from focus groups and individual interviews with parents and public education professionals. Public Agenda plans eventually to conduct similar surveys of other groups of minority parents. The first highlighted finding is that black parents focus on academic achievement as the most important goal for public schools. Integration is still highly valued, but academic achievement is the number one interest of black parents. A second major finding is that African-American parents are firmly committed to promoting diversity in schools, but they voice serious doubts about some policies intended to promote diversity or address racial differences. The focus of African-American parents on academic achievement, a third finding indicates, reflects a deep anxiety about how their children fare in the nation's schools. White parents agree that African-American students attend poorer schools, but they tend to see this as a problem limited to urban areas, and not as the crisis black parents believe in. The views of white parents on race and the public schools are complex and often ambivalent. They are proud that their children's educational experiences are more diverse than their own, but they often fear that an influx of African-American students into a school would bring academic and social problems. Most say that it is not the students' race, but the socioeconomic status of the students that situating health services in schools is emblematic of the struggle over which groups have the moral and political authority to define the value structure for American society. The second thematic issue is that these cultural conflicts over values are to an increasing degree race and class based. Both these themes are played out in discourses of dissent. It is suggested that what is needed from professionals involved in the movement to place health and social services in the schools is a willingness to concede moral, religious, and ideological legitimacy to parents and other community members and to construct programs, approaches, and strategies that build on assumptions of ideological diversity. (Contains 20 references.) (SLD)

ED 422 445   UD 032 505

Huntsinger, Carol S.; Larson, Shari L.; Krieg, Dana Balsink
Mathematics and Vocabulary Development in Chinese American and European American Children over the Primary School Years.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Chinese Americans; Early Childhood Education; Ethnic Groups; Family Characteristics; Kindergarten; *Kindergarten Children; Longitudinal Studies; *Mathematics Achievement; *Preschool Children; *Racial Differences; Tables (Data); Teaching Methods; *Vocabulary Development; White Students
IDENTIFIERS- European Americans

Chinese American children's academic performance in the United States has been noteworthy. This longitudinal study investigated sociocultural and family factors that contribute to children's academic achievement in the preschool and primary years. Samples of 40 European American (20 girls, 20 boys) and 40 second-generation Chinese American (20 girls, 20 boys) preschool and kindergarten children (mean age = 5.7 years) and their mothers, fathers, and teachers participated in 3 data collections (1993, 1995, and 1997). Chinese American children performed significantly higher in mathematics at all three times. European American children outscored the Chinese American children in receptive English vocabulary at Times 1 and 2, but the Chinese American children surpassed the European American children at Time 3. Chinese American parents structured their child's time to a greater degree and taught their children in more formal ways. Regressions showed that parents' work-oriented methods at Time 1 were the best predictor of children's mathematics performance at Time 3. These results challenge the predominant early childhood education philosophy in the United States, which recommends informal teaching methods for young children. (Contains 2 figures, 9 tables, and 22 references.) (Author)

ED 422 446   UD 032 506

A Survey of Public Education in the Nation's Urban School Districts, 1995.
PUB DATE- 96
NOTE- 173p.; For the 1992 survey see ED 361 432.

appendices include data tables, questionnaires, and sample materials. (Contains 29 references.) (KB)

ED 422 096 PS 026 783

Woolfolk, Anita E., Ed.
Readings in Educational Psychology. Second Edition.
PUB DATE- 98
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Educational Environment; *Educational Psychology; Educational Research; Emotional Development; Higher Education; Learning Disabilities; Learning Theories; *Motivation; Partnerships in Education; Social Development; Standardized Tests
IDENTIFIERS- Vygotsky (Lev S)

Noting that the field of educational psychology is rapidly changing, with renewed interest in how we learn and how excellent teaching occurs, this collection comprises relevant readings selected from professional journals and magazines. The articles are grouped by topics consistently found in educational psychology textbooks. The chapters are: (1) "Teachers, Teaching, and Educational Psychology," with articles by N. L. Gage and by Joyce L. Epstein; (2) "Cognitive Development and Language," with articles by Gita L. Vygodskaia and by John H. Flavell; (3) "Personal, Social, and Emotional Development," which includes articles by Jack Canfield, Harvard Graduate School of Education, by Marge Scherer, and by Nel Noddings; (4) "Learning Abilities and Learning Problems," with articles by Robert J. Sternberg, by Howard Gardner, and by Katharina Fachin; (5) "The Impact of Culture and Community," with articles by Barbara Means and Michael S. Knapp, by Susan McGee Bailey, and by Claude Goldenberg; (6) "Behavioral Views of Learning," with articles by Susan G. O'Leary, and by Judy Cameron and W. David Pierce; (7) "Cognitive Views of Learning," with articles by Sharon J. Derry and by James G. Greeno and Rogers P. Hall; (8) "Complex Cognitive Processes," with articles by Shari Tishman and David Perkins and by Howard Gardner and Veronica Boix-Mansilla; (9) "Learning and Instruction," with articles by Barak Rosenshine and Carla Meister, by Linda G. Fielding and P. David Pearson, and by Peter W. Airasian and Mary E. Walsh; (10) "Motivation--Issues and Explanations," with articles by James A. Beane, by Margaret M. Clifford, and by Bernard Weiner; (11) "Motivation, Teaching, and Learning," with articles by Phyllis C. Blumenfeld, Ronald W. Marx, Elliot Soloway, and Joseph Krajcik, and by Richard Strong, Harvey F. Silver, and Amy Robinson; (12) "Creating Learning Environments," with articles by Gary Render, Je Nell M. Padilla, and H. Mark Krank, by Sammie McCormack, and by David W. Johnson and Roger T. Johnson; (13) "Teaching for Learning," with articles by Karen R. Harris and Steve Graham, by Terry Woronov, and by Jon M. Peha; (14) "Standardized Testing," with articles by Gregory J. Cizek, by Grant Wiggins, and by Lorrie A. Shepard and Carribeth L. Bliem; and (15) "Classroom Assessment and Grading," with articles by Frank N. Dempster, by Heidi Goodrich, and by John D. Krumboltz and Christine J. Yeh. (Each article contains references.) (LPP)

ED 422 097 PS 026 787

Cunningham, Michelle Doucette
Connecticut's Children: A Cause for Hope. 1997 Data Book.

Conceptions of Emotional Development: Controversy and Consensus" (Mascolo and Griffin). (KB)

ED 422 113   PS 026 820

Elkind, David
Reinventing Childhood: Raising and Educating Children in a Changing World.
PUB DATE- 98
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Child Development; *Child Rearing; Childhood Needs; Cognitive Style; Disabilities; *Early Childhood Education; Educational Needs; Educational Technology; Educational Theories; Family (Sociological Unit); Gifted; Intelligence; Language Acquisition; *Parent Child Relationship; Personality Development; Reading Instruction; Social Change; Socialization; Teacher Student Relationship; *Young Children
IDENTIFIERS- Developmentally Appropriate Programs; *Postmodernism; Scripts (Knowledge Structures)

One of the many positive consequences of the transition to a postmodern society is the increased recognition of the range of individual differences among children of the same age. This book provides a comprehensive overview of the postmodern reinvention of childhood, focusing on ages 4 through 8 years. The book's introductory chapter describes the transition from a modern to a postmodern society, focusing on the transformation of the American family. Chapter 2 offers a brief biographical sketch of the major crafters of modern childhood (Froebel, Montessori, Freud, Steiner, Piaget, Vygotsky, Erikson), a summary of their major theoretical contributions, and the implications of their work for postmodern times. The next five chapters explore the reinvention of childhood in regard to language, intelligence, personality, socialization, and normality. The book's afterword examines some of the ongoing attempts at reinvention and the lessons to be learned from these efforts. Each chapter contains references. (Author/KB)

ED 422 114   PS 026 821

Malchiodi, Cathy A.
Understanding Children's Drawings.
PUB DATE- 98
NOTE- 252p.; Foreword by Eliana Gil.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Products; *Art Therapy; Child Abuse; Child Development; *Children; *Childrens Art; Confidentiality; *Counseling; Emotional Development; Emotional Disturbances; Emotional Problems; Ethics; Family (Sociological Unit); Freehand Drawing; Legal Responsibility; Ownership; Phenomenology; Privacy; Projective Measures; *Psychological Patterns; Psychological Testing; Safety; Sexual Abuse; Visual Arts

Children's art not only provides a window to children's problems, it also gives them another language with which to share feelings and ideas. This book provides an overview of the multidimensional aspects of children's drawings, and is portrayals on racial-ethnic groups and on members of the dominant culture. Chapter 4, "Television and Children's Fear," (Cantor), discusses whether children's fright reactions to television and other media are serious and long lasting, whether children at certain ages are particularly vulnerable, and whether the same sorts of things cause fear in all age groups. Chapter 5, "Television Violence Viewing and Aggressive Behavior," (Dubow and Miller) discusses how viewing television violence influences aggressive behaviors and how the potential negative effects can be reduced. Chapter 6, "Indirect Effects of Television: Creativity, Persistence, School Achievement, and Participation in Other Activities," (MacBeth) explores the indirect effects that seem to be caused by how television is used. Chapter 7, "Television Dependence, Diagnosis, and Prevention: With Commentary on Video Games, Pornography, and Media Education," (Kubey) discusses how people can determine whether they and their children are watching too much television and how they might change their habits and use television more constructively. Each chapter contains references. (LPP)

ED 422 131 PS 026 934

Dodge, Diane Trister; Bickart, Toni S.
Preschool for Parents: What Every Parent Needs To Know about Preschool.
PUB DATE- 98
NOTE- 186p.; "Contributing author: Cynthia Scherr."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Early Experience; Educational Quality; Evaluation Criteria; Kindergarten; Multiple Intelligences; *Play; *Preschool Children; *Preschool Curriculum; *Preschool Education; *Preschool Evaluation; Preschool Teachers; Primary Education; Program Evaluation; Safety; *School Choice; School Readiness; Skill Development; Toddlers

Noting that a high-quality preschool program is one that promotes learning through rich play experiences, this book gives parents information needed to select the right preschool for their children. Chapter 1, "Thinking about Preschool," discusses questions parents ask, practical considerations, beginning the search, and the screening phone call. Chapter 2, "First Things First," discusses safety, health, staff, and what to look for during a visit. Chapter 3, "Play Is Children's Work," explores learning through play, brain research, multiple intelligences, and emotional intelligence. Chapter 4, "Structure--Every Child Needs It," discusses the preschool physical environment, how a day is organized, 2-year-olds, and what to look for during a visit. Chapters 5 through 11 explore the development of different skills and subject areas at school and at home, including social and emotional skills, physical skills, reading and writing, mathematical relationships, science, social studies, and the arts. Chapter 12, "Thinking Ahead to Kindergarten," describes what kindergarten will be like, kindergarten readiness, and becoming an advocate for a child's education. The book's appendices are: (1) "Understanding the Preschool Child"; (2) "Special Needs and Inclusion"; (3) "Checklists," which includes questions to ask in a screening phone call and during visits; (4) "For Further Reading," which

NOTE- 29p.; Paper presented at the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; Educational Planning; *High School Students; High Schools; Higher Education; *Microteaching; Preservice Teacher Education; Preservice Teachers; Program Evaluation; *Rural Schools; Secondary School Teachers; *Student Attitudes; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Collaborative Learning; Western Montana College

This paper describes and evaluates a 2-year collaborative project between two rural high schools and a teacher education college in Montana. An introduction covers rural teaching issues, rural school advantages and disadvantages, the demographics of the participating schools, rural collaborative efforts, and the microteaching experience. High school students came to the college once a week for 6 weeks to be taught lessons prepared by preservice teachers in conjunction with their methods course. Over a 2-year period, 170 participating high school students, 10 high school teachers, 3 administrators and 160 preservice teachers were surveyed to ascertain the effectiveness of the program. Evaluation methods included questionnaires, oral and videotaped interviews, debriefing sessions, observational and anecdotal evidence, and journals kept by the preservice teachers. Responses from teachers, administrators, high school students, and preservice teachers are summarized. Analysis highlights collaborative resonance (program enrichment through school-college collaboration), consensus building, collaborative planning of lessons and units, the value of reflection and critique for preservice teachers, positive student attitudes toward social studies and history, and increased college aspirations among students. (Contains 42 references.) (SAS)

ED 422 148 RC 021 618

Gibbs, Robert M., Ed.; Swaim, Paul L., Ed.; Teixeira, Ruy, Ed.
Rural Education and Training in the New Economy: The Myth of the Rural Skills Gap.
SPONS. AGENCY- Cooperative State Research Service (USDA), Washington, DC.; Economic Research Service (USDA), Washington, DC.
PUB DATE- 98
NOTE- 199p.; For related document, see ED 398 018.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adult Literacy; Dropouts; *Education Work Relationship; Educational Attainment; Elementary Secondary Education; Employment Patterns; Higher Education; *Human Capital; Job Skills; Job Training; *Labor Force; National Surveys; *Rural Development; *Rural Education; Rural Population; Rural Schools; *Rural Urban Differences; Rural Youth

This book examines the education, training, and skill supply of the rural workforce; the role of rural workforce quality in rural development; and the barriers that prevent many rural people from obtaining the skills needed for good jobs. Data are drawn from large national surveys of schools, students, and households. The first three chapters address educational quality in rural elementary and secondary schools. Chapters 4-6

(Author/DDR)

ED 422 166 SE 061 680

Johnson, Jean M.; Regets, Mark C.
International Mobility of Scientists and Engineers to the United States--Brain Drain or Brain Circulation?
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Doctoral Degrees; Employment Patterns; *Engineers; *Foreign Workers; Higher Education; Labor Economics; Mobility; Occupational Mobility; Science and Society; *Scientists; *Underemployment
IDENTIFIERS- National Science Foundation

This Issue Brief reports on the international mobility of scientists and engineers to the United States and discusses student flows into the higher education system, the stay rates of foreign doctoral recipients, and their short and long term employment in United States industry, universities, and government. Information presented in the tables and graphs includes: (1) United States and foreign-born scientists and engineers in research and development in the United States in 1993 by sector and location of science and engineering degree; (2) stay rate of foreign students earning science and engineering doctorates at United States universities by selected regions from 1988-96; and (3) percentage of 1990-91 foreign science and engineering doctoral recipients from United States universities who were working in the United States in 1995 by country of origin. (DDR)

ED 422 167 SE 061 684

Burggraf, Frederick
Thinking Connections: Concept Maps for Life Science. Book B.
PUB DATE- 98
NOTE- 211p.; Book A (for grades 4-6) has not yet been published.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biology; Botany; *Concept Formation; Concept Mapping; *Curriculum Development; Cytology; Educational Strategies; General Science; Intermediate Grades; Junior High Schools; *Knowledge Representation; *Learning Theories; Middle Schools

The concept maps contained in this book (for grades 7-12) span 35 topics in life science. Topics were chosen using the National Science Education Standards as a guide. The practice exercise in concept mapping is included to give students an idea of what the tasks ahead will be in content rich maps. Two levels of concept maps are included for each topic so that teachers can easily differentiate their assignments. The structure, features, and notations of concept maps are fully explained. Map topics relate to cell biology, plant biology, animal biology, and human biology. (Author/DDR)

ED 422 168 SE 061 700

Ediger, Marlow

and the Third International Mathematics and Science Study (TIMSS): A Technical Report. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 168p.; For a related report, see ED 421 367.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Educational Resources; Elementary Secondary Education; *Mathematics Education; *Science Education; Tables (Data); *Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress; *Third International Mathematics and Science Study

Because education in the United States is largely determined at the state and local levels, there has been considerable interest in how the performance of students in individual states compares with each other, with the United States as a whole, and with other nations. The comparison of state performance with other states and the nation as a whole is made possible by the National Assessment of Education Progress (NAEP). In 1996, NAEP assessed mathematics and science in the United States. The Third International Mathematics and Science Study (TIMSS) conducted in 1995 provides the most recent information about U.S. progress in math and science education when compared with other countries. This study, one of two reports about the linking of NAEP results to TIMSS results for Grade 8 math and science, describes the methods used to undertake such a link and identifies the various sources of error that are associated with linking together two assements. The purpose of the link was to predict TIMSS results for states and jurisdictions based on their state NAEP results. Half of the document discusses the following topics: NAEP and TIMSS data; types of linkage; establishing the link; variance of the linking function; total variance of the linking function; linking function for the public school state data; validation; and results. Of the four appendixes, comprising the other half of the report cover, two briefly describe the validation studies and the summary of deviations. The other two provide comparisons of each NAEP state and jurisdiction with the TIMSS nations for Grade 8 mathematics and science. (ASK)

ED 422 191 SE 061 840

Harris, Julia L., Ed.
Informal Mathematics and Science Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Informal Education; *Mathematics Education; *Resource Materials; *Science Education
IDENTIFIERS- Eisenhower National Clearinghouse

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services to enable them to quickly locate educational resources. This document is one in a series of print catalogs designed to give educators information about curriculum

This is the second anthology of the "Journal of Museum Education." This edition reflects the maturation of the field of museum education, reports on its evolution, and reminds the reader of the diversity to be found in the field. Introspective essays by numerous authors challenge museum educators to reexamine their goals, attitudes, work, and audiences they serve. Divided into the following five sections, some essays include: Section 1, "Coming of Age:" "The Museum's Role in a Multicultural Society" (Brown); "Afro-American Museums: A Future Full of Promise" (Dickerson); "To Realize Our Museums' Full Potential" (Madden); "Professional Standards for Museum Educators 'American Association of Museums Standing Professional Committee on Education' Preface" (Williams); Section 2, "Reflecting on Things and Theory:" "Object Knowledge: Every Museum Visitor an Interpreter" (Schlereth); "Vision and Culture: The Role of Museums in Visual Literacy" (Rice); "Naive Notions and the Design of Science Museum Exhibits" (Borun); "Passionate and Purposeful: Adult Learning Communities" (Baldwin et al); "Sending Them Home Alive" (Olds); Section 3: "Considering the Museum Experience:" "New Directions for Research" (Diamond); "Visitor Participation in Formative Exhibit Evaluation" (McNamara); "The Family Museum Experience: Implications from Research" and "Afterword" (Dierking); "Understanding Demographic Data on 200 Visitors" (Birney, Heinrich); Section 4: "Putting Plans into Practice:" "Ideas on Informal Learning and Teaching" (Mayer); "Decentralizing Interpretation: Developing Museum Education Materials with and for Schools" (O'Connell); "Education Programs for Older Adults" and "Afterword" (Sharpe); "Learning about Reptiles and Amphibians: A Family Experience" (White, Marcellini, Barry); "Theater Techniques in an Aquarium or a Natural History Museum" (Rutowski); and Section 5: "Thinking about Ourselves and Our Field:" "Your Private Temple: Fighting Change" (Muhlberger); "Concept, Method, and Professional Exchange" (Matelic); and "Preparation for Empowerment." Each section contains an introductory essay, followed by essays with varied perspectives on the theme of the section. (EH)

ED 422 215   SO 028 984

Geiss, Shirley E.
Implementing Holocaust Education Curriculum To Comply with Florida Legislation 233.061 at the Middle School Level.
PUB DATE- 97
NOTE- 280p.; Master's Final Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Anti Semitism; Cultural Pluralism; Ethnic Groups; Ethnic Studies; European History; History; Intermediate Grades; *Jews; Junior High Schools; Middle Schools; Multicultural Education; North American History; Social Studies; *State Legislation; Western Civilization; World History
IDENTIFIERS- Florida; *Holocaust; *Holocaust Studies

This program was developed and implemented to correct noncompliance with Florida Education Legislation 233.061, to increase knowledge of basic facts surrounding the Holocaust and to increase positive tolerance attitudes of diversity. The objectives for the program were to increase the instruction of the Holocaust by 75%; increase the student's knowledge of the Holocaust by 30%; and increase positive tolerance attitudes of diversity by 10%. The target group of teachers were required to instruct the Holocaust using an author designed curriculum. All the program objectives were met with the target groups

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Methods; Educational Philosophy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Historians; Historiography; *History Instruction; Primary Sources; Social Studies; *World History

This booklet is designed to help teachers at all grade levels put the recommendations of "Building a History Curriculum" into practice. The volume offers suggestions and guidelines for curriculum development in world history. The guide is divided into two parts. Part 1, "Introduction," offers: (1) "Guidelines for Planning History Instruction in Schools: Aims and Approaches"; (2) "The Basic Principles of Selection Arise from the Reasons to Study History"; (3) "Using Principles of Selection"; and (4) "Curricular Frameworks for Effective History Education K-12." Part 2, "Building a World History Curriculum," contains: (1) "World History: What Is It and Why Study It?"; (2) "Central Strands and Significant Questions to be Carried Throughout Courses and Across Grades"; (3) "Major Eras and Topics in the Chronological Narrative of World History"; (4) "Some Details of World History: People, Events, Ideas, Institutions, and Creative Works to Begin Bringing the Story of the World to Life"; (5) "Suggested Books for Teachers of World History"; and (6) "Preparing Teachers to Implement This Guide." (EH)

ED 422 239 SO 029 134

Franks, Betty Barclay; Taylor, Nancy
Ohio History: A Professional Development Manual. Using State History To Prepare Students for Ohio's 4th Grade Citizenship Proficiency Test. 3rd Edition.
PUB DATE- 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Grade 4; *History Instruction; Instructional Materials; Intermediate Grades; Local History; *Social Studies; Standards; *State History; United States History
IDENTIFIERS- *Ohio

This booklet contains 12 lessons about the history of Ohio correlated to the proficiency outcomes of the "Grade 4 Proficiency Test Outcomes in Ohio." Lessons include: (1) "Emigrating to Ohio"; (2) "The Era of Expansion"; (3) "Finding Out about Ohio"; (4) "Emigrating to Ohio"; (5) "Settling in Ohio"; (6) "Settlements Along the Ohio River"; (7) "The Western Pilot"; Lessons 8-10, "Settlements Along the Ohio River"; (11) "Ohio Settlers"; and (12) "Life Along the Ohio River: Past and Present." A 30-item bibliography, 8 biocards, dual time lines, documents, settlement cards, and student resources conclude the volume. (EH)

ED 422 240 SO 029 135

Woodward, C. Vann
The Future of History. Occasional Paper.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English

(021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Futures (of Society); *Geography; *Geography Instruction; *Science and Society; Secondary Education; Social Studies; Sustainable Development; *Technology
IDENTIFIERS- *Florida (Central)

This guide presents examples of Florida's unique natural environments, its attempts to preserve natural areas, and to perform the careful balancing act required to encourage development for its ever growing transient and permanent resident populations without destroying valuable natural resources. The volume offers a look at some of the less publicized industries of Florida. Using the Central Florida region as a case study, the guide introduces the reader to its physical, population, and economic geography along with the land use characteristics of Florida - replete with both potential problems and prospects. Articles include: (1) "Megalopolis in the Making: Urbanizing Central Florida's I-4 Corridor" (Kevin Archer); (2) "Was There Life before Disney? The Historical Geography of Central Florida" (Ary J. Lamme III); (3) "The Landscapes of Kissimmee and Osceola County" (Ray Oldakowski); (4) "Florida's Population: Looking Back and Ahead" (Ed Fernald); (5) "Transportation and Development in Central Florida: The Rise of Orlando in the Transport Hierarchy" (Russell Ivy; Michelle Falasz; Pedro Palimino); (6) "The High-Tech Economy of Central Florida: Genesis, Character, and Role of the Orlando Area Laser Industry" (Eric Young); (7) "Citrus in Central Florida" (Cesar Caviedes); (8) "Everglades at Risk" (Jon Byron); (9) "Geomorphology of the Rivers of Peninsular Florida" (Joann Mossa); (10) "Coastal Geography of Central Atlantic Florida" (Heidi Lannon; Joann Mossa); and (11) "Sinkholes in Florida" (Robert Brinkmann). Ten lessons written by classroom teachers on the geography of Florida conclude the volume. (EH)

ED 422 266 SO 029 247

Prorok, Carolyn V, Ed.; Chhokar, Kiran Banga, Ed.
Asian Women and Their Work: A Geography of Gender and Development. Pathways in Geography Resource Publication: No. 17.
PUB DATE- 98
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; *Developing Nations; Development; *Females; Foreign Countries; Futures (of Society); *Geography; *Geography Instruction; Non Western Civilization; Secondary Education; Sex Discrimination; Social Studies; *Womens Studies
IDENTIFIERS- *Asia; Asian Culture; Islam

This guide provides essays and learning activities relating to gender issues and economic development in Asian nations. This collection of essays provides broad coverage of Asia from Iran to Malaysia to Korea, while maintaining a focus on South Asia for contrast. They represent a variety of Asian cultural and religious groups while focusing on the religion of Islam for contrast and depth. The essays emphasize that the diversity of experiences and circumstances of Asian women are as significant as those they hold in common. There are eight essays with scholarship and reflective thinking skills, communication skills, awareness of cultural diversity, technological competency, and ability to self-evaluate); (3) The Middle School Student (transitions, physical changes, psychosocial development, intellectual development, and developmental appropriateness); (4) Creating a Positive Middle School Climate (positive climate and student developmental needs, schoolwide systems, classroom environmental systems, and school-community environmental systems); (5) Developing Appropriate Curriculum (philosophical and theoretical rationale, teaming, thematic units, and exploratory programs); (6) Providing Developmentally Appropriate Instruction (methodology based on constructivist principles, direct methods, indirect methods, technology and instruction, and team teaching); (7) Assessing and Reporting Progress (personalizing assessment, setting performance standards, learning as continuous progress, and reporting progress); and (8) Middle Schools: A View of the Future (establishing the research base, providing preservice education, setting societal goals for students, restructuring middle level school as a community of learners, developing a true K-12 curriculum, and establishing content trends for the future). (SM)

ED 422 284   SP 038 073

Solomon, Pearl G.
The Curriculum Bridge: From Standards to Actual Classroom Practice.
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Computer Uses in Education; Constructivism (Learning); *Curriculum Development; Educational Change; Elementary Secondary Education; Evaluation Methods; Public Education; Student Evaluation; Teachers
IDENTIFIERS- Alternative Assessment

This book translates national and state standards into ideas from which teachers can build a workable learning program, clarifying the current language of standards and assessment and helping teachers identify how those standards and assessments can work in their schools or districts. Chapter 1 discusses recent history that has created the current public interest in education and the trend toward adopting a common core of high standards for student achievement. Chapter 2 explores influences and controls that affect teachers' values, effectiveness, and choices, examining whether new standards are necessary. This chapter also addresses the underlying struggle in this country for control of public education. Chapter 3 discusses what is known about the learning process, emphasizing constructivism, intelligence theories, and information processors, measuring cognitive ability, and connecting research to practice. Chapter 4 discusses choosing standards and designing them down, highlighting curriculum enactment, and providing a template for action. Chapter 5 examines how to construct creative classrooms, focusing on setting parameters for grouping students, and using time, space, and material props. Chapter 6 compares how traditional and alternative assessments are used to evaluate students to help understand

"When Diplomacy Fails" (Mark Miller); (4) "Got Lunch?" (W. Lisa Ryan); (5) "In the Wrong Place at the Wrong Time" (B. Balanay); (6) "Reclaiming Rose Place" (Rosalind Y. Jackson); (7) "Whose Problem Is It Anyway?" (Nancy J. Intermill); (8) "When Students Take Matters into Their Own Hands" (M. Steinrichter); (9) "No Matter What, It Isn't Working" (Cynthia Pebley); (10) "Lice Aren't Nice: Parents Can Be Worse" (Roberta Rose); (11) "Mistake in Identity" (Allysa Stewart); (12) "A Slip on Candy, Not Too Dandy" (Gloria U. McKearney); (13) "The Custodian from Hell" (Tom Macdonald); (14) "To Be or Not To Be the Substitute" (Julia M. Burke); (15) "The Hip Club Ain't Happening" (Timothy D. Glover); (16) "The Parent Who Ran Away with the Child" (Linda Rees); and (17) "Three's a Crowd" (Mel Schuler). (SM)

ED 422 302 SP 038 094

Novak, Dori E.; Strohmer, Joanne C.
You Don't Have To Dread Cafeteria Duty: A Guide to Surviving Lunchroom, Recess, Bus, and "Other Duties as Assigned."
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dining Facilities; *Discipline; Elementary Secondary Education; Program Development; Self Control; *Student Behavior; Teachers
IDENTIFIERS- *Cafeteria Monitors

This book offers educators ideas, plans, games, and reproducibles for making the school cafeteria into an inviting place where students can learn and have fun. Chapter 1, "The Dreaded School Cafeteria Scene," discusses observing the big picture and getting others involved. Chapter 2, "What Could Be," helps create a vision of what could be. Chapter 3, "Making the Dream Come True," examines options and approaches, explaining how to form an implementation team and build team efforts. Chapter 4, "As Simple as 1-2-3: Managing the Phases of Lunchtime," discusses planning for the settling, maintenance, and cleanup/dismissal phases. Chapter 5, "Teaching Restaurant-Like Behavior," explains how to identify broad goals, get specific, determine standards, establish consequences and rewards, communicate standards, get commitments, teach restaurant behavior, and view adults as restaurant hosts. Chapter 6, "Deciding Decor: From Institutional Blah to Affordable Pizzazz," discusses various themes, sights, tastes, smells, sounds, and feelings. Chapter 7, "Building Excitement for the Project," explains how to get administrative, faculty, staff, student, parent, and community involvement and support. Chapter 8, "Grand Opening," discusses schedules, activities, and success. Chapter 9, "Maintaining and Celebrating Accomplishments," explains how to keep the momentum going, monitor progress, appreciate participants, and emphasize success. Chapter 10, "Managing Other Duties as Assigned," discusses recess, hall monitoring, and bus duty. (SM)

ED 422 303 SP 038 095

Geary, William T.
From Extrinsic Guidance toward Student Self-Control.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American

*Inservice Teacher Education; *Journal Writing; Preservice Teacher Education; *Preservice Teachers; *Reflective Teaching; Student Teachers; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Reflective Thinking; *Teacher Thinking

This study compared the level of reflection achieved by preservice versus inservice teachers. The study sample included 23 preservice teachers in a Master of Education program and 12 inservice teachers in a Master of Arts program. In the summer of 1996, the preservice teachers received a 3-hour training on reflective thinking and were involved in four reflective teaching lessons. The inservice group received no training because they were experienced teachers. During the fall quarter of 1996, all participants engaged in reflective journal writing. Both groups were asked to complete journal entries on class discussions. The preservice teachers were asked to reflect on what they learned from the previous class discussion and how it could be implemented in their future teaching. The inservice group reflected on what they learned on the topics addressed in the previous class session. The participants handed in their journal entries weekly. Analysis of the data indicated consistently that the inservice group achieved higher levels of reflection than the preservice group, even though they received no training on reflective thinking. However, they did not achieve the highest level of reflection possible and tended to be at an intermediate level of reflection. (Contains 4 tables and 19 references.) (SM)

ED 422 321   SP 038 117

McFarland, Katherine P.
A Quick History and Some Gentle Guidelines for a Teacher-as-Researcher Project.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Elementary Secondary Education; Higher Education; *Reflective Teaching; Research Design; Research Opportunities; *Teacher Researchers; Teachers
IDENTIFIERS- *Reflective Thinking

This paper explains how teachers can set up good research problems to study in their classrooms. The purpose of the research is to provide teachers with a tool for reflection, change, learning, and renewal in student-centered classrooms. Teacher-researchers learn to ask critical questions, collect data, document findings, and share results with other educators through professional journals and conferences. To decide upon a research question, teachers should think about what they want to know about themselves professionally, what they want to explore in the classroom, what does and does not work in the classroom, persistent problems that need attention, specific student issues, and interesting information from the professional literature to explore in the classroom. Examples of research questions include examining what activities encourage students to revise their writing, how students evaluate their peers' reading and writing, how theory meshes with classroom reality, and which areas of concern they have experienced as student teachers. To get started, teachers must examine how to begin, how to focus the inquiry, how to find time for research, when to make field notes, how to analyze

ED 422 339 TM 028 885

Bisplinghoff, Betty Shockley, Ed.; Allen, JoBeth, Ed.
Engaging Teachers: Creating Teaching and Researching Relationships.
PUB DATE- 98
NOTE- 80p.; Foreword by Brenda Power. Third book in a trilogy that includes "Engaging Children" and "Engaging Families."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College School Cooperation; *Educational Research; Elementary Secondary Education; Higher Education; Research Design; *Research Methodology; *Teacher Researchers
IDENTIFIERS- Teacher Engagement; Teacher Researcher Relationship

The essays in this collection bring together the experiences and insights of teachers involved in teacher research and learning to work with others. The essays provide an unvarnished view of the tensions that arise between teachers and their university collaborators and the problems involved in balancing teaching and research agendas. The following essays are included: (1) "Developing the Habits of Organic Inquiry" (Betty Shockley Bisplinghoff); (2) "Cacaphony to Symphony: Memoirs in Teacher Research" (Karen Hankins); (3) "Ownership and the Well-Planned Study" (Ann Keffer, Debby Wood, Shelley Carr, Leah Mattison, and Barbara Lanier); (4) "Keeping Students at the Center of Teacher Research" (Georgiana Sumner, Johni Mathis, and Michelle Commeyras); (5) "The Importance of Research Partnerships, the Power of a Research Community" (Patti McWhorter, Barbara Jarrard, Mindi Rhoades, Beth Tatum, and Buddy Wiltcher); (6) "Extended Engagements: Learning from Students, Colleagues, and Parents" (JoBeth Allen and Betty Shockley Bisplinghoff); (7) "Potential Engagements: Dialogue among School and University Research Communities" (JoBeth Allen and Betty Shockley Bisplinghoff); and (8) "Teacher Research: It's a Jungle Out There" (Ann Keffer). An appendix presents the preliminary research questions of the School Research Consortium. Each essay contains references. (SLD)

ED 422 340 TM 028 886

Martin-Kniep, Giselle O.
Why Am I Doing This? Purposeful Teaching through Portfolio Assessment.
PUB DATE- 98
NOTE- 196p.; Written "with Diane Cunningham and Diane Muxworthy Feige."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; Educational Research; *Elementary School Teachers; Elementary Secondary Education; Learning Disabilities; Performance Based Assessment; *Portfolio Assessment; *Secondary School Teachers; Special Education; *Test Construction
IDENTIFIERS- Authentic Assessment; High Stakes Tests; Hudson Valley

The essays in this collection are the products of work by more than 100 teachers in the Hudson Valley Portfolio Assessment Project. Teachers spent 3 years learning about, experimenting with, and reflecting on their uses of assessment and its relations to student achievement. In the opening three essays, Giselle Martin-Kniep discusses what she learned from the parents who do not interfere with their children's academic performance and grades, but who often discuss college plans with their children are more likely to have talented children. Students in the Northeast are more likely to be talented than students in the South. Black and Hispanic students are greatly under-represented among the talented sample, while Whites and Asian students were relatively over-represented. Moreover, certain key differences between talented Blacks and Hispanics and their White and Asian counterparts are observed. (Contains 4 tables and 118 references.) (Author/SLD)

ED 422 357 TM 028 909

Hamilton, David; McWilliam, Erica
Double Trouble: Co-authorship as a Subversive Activity.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Collegiality; Conferences; *Cooperation; *Educational Research; Foreign Countries; *Peer Relationship; Personal Narratives; *Writing for Publication
IDENTIFIERS- *Poststructuralism

This paper elaborates some of the ways in which coauthors understood themselves to be framed individually and together by the task of writing a chapter of the fourth annual American Educational Research Association "Handbook of Research on Teaching." With one author in Australia and the other in England, the collaborative process was greatly complicated, especially since the topic for the proposed chapter was to be marginal research on teaching. Their different perspectives, that of a poststructural scholar and a more orthodox scholar, had to be recognized and accommodated, as did their very different writing styles. The feelings caused by the process of writing with a "disembodied," unfamiliar coauthor are described. (Contains 11 references.) (SLD)

ED 422 358 TM 028 910

Goldstein, Lisa S.
Echoes and Departures: Foshay's Curriculum Matrix and Trends in the Field of Curriculum Theory.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; Curriculum Development; *Curriculum Research; Educational History; Educational Research; Educational Trends; *Matrices; Models
IDENTIFIERS- *Foshay (Arthur W)

The Curriculum Matrix developed by A. W. Foshay (1991) is a broad, comprehensive conception of curriculum, incorporating a range of perspectives and meanings often overlooked. This paper situates Foshay's matrix in the field of curriculum studies. By focusing on Foshay's interpretation of five curricular purposes

Rauch, Eleanor Gensemer, Elizabeth Cunicelli, Colleen O'Hara, Linda Six, and Theresa Scott); (3) "Scaffolding Scientific Competencies within Classroom Communities of Inquiry" (Kathleen Hogan and Michael Pressley); (4) "Scaffolding Techniques of Expert Human Tutors" (Mark R. Lepper, Michael F. Drake, and Theresa O'Donnell-Johnson); and (5) "An Anatomy of Naturalistic Tutoring" (Arthur C. Graesser, Cheryl Bowers, Douglas J. Hacker, and Natalie Person). An afterword, "Becoming a Scaffolder of Students' Learning," by Kathleen Hogan and Michael Pressley organizes recommendations about scaffolding into time frames, before and during scaffolding, and during scaffolding maintenance. Each chapter contains references. (Contains two tables.) (SLD)

ED 422 376 TM 028 938

Mitchell, Ruth
Testing for Learning. How New Approaches To Evaluation Can Improve American Schools.
PUB DATE- 92
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Mathematics Tests; *Performance Based Assessment; Portfolio Assessment; Science Tests; *Student Evaluation; Test Construction; *Test Use; Testing Problems; Writing Tests
IDENTIFIERS- Alternative Assessment; Authentic Assessment

Assessment cannot be considered separately from teaching and learning because assessments are the motivation for both teacher and student. This book explores a new system of assessment, not just modified tests. It describes for people inside and outside the educational community the kinds of assessment frequently mentioned in talk about educational reform, whether these assessment types are referred to as authentic, alternative, or performance based. It is argued that the new methods of assessment can be as rigorous, reliable, and valid as the traditional ones, and that their use can have a dramatic impact on teaching style and student achievement. Many examples from actual practice are given of the new assessments in action. The following chapters are included: (1) "From Testing to Assessment"; (2) "Assessing Writing in California, Arizona, and Maryland"; (3) "Examples of Performance Assessments in Science and Mathematics"; (4) "Getting Students, Parents, and the Community into the Act"; (5) "Portfolios"; (6) "Teachers and Assessment: Privilege and Responsibility"; (7) "How American Education Got into the Testing Trap"; and (8) "Next Steps." (Contains 10 figures and 167 references.) (SLD)

ED 422 377 TM 028 939

McCombs, Barbara L.; Lauer, Patricia A.; Peralez, Audrey
Researcher Test Manual for the Learner-Centered Battery (Grades 6-12 Version). A Set of Self-Assessment and Reflection Tools for Middle and High School Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 89p.; Accompanying disk is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

"Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Generalizability Theory; *Reliability; *Scores; Tables (Data); *Test Items; Test Results
IDENTIFIERS- *Testlets

Previous studies have indicated that the reliability of test scores composed of testlets might be overestimated by conventional item-based reliability estimation methods (R. Thorndike, 1953; A. Anastasi, 1988; S. Sireci, D. Thissen, and H. Wainer, 1991; H. Wainer and D. Thissen, 1996). This study used generalizability theory to investigate the relative adequacy of reliability coefficients from test scores composed of testlets with a p x (I:H) random effects design, where persons are crossed with items nested within passages. The magnitude of overestimation of using Cronbach's coefficient alpha based on item scores in this situation was estimated to be about 0.04. The passage facet turns out to be more influential on reliability estimates than the item-within-passage facet. Given a fixed total number of items and a fixed number of passages, the variability of generalizability coefficients with varying number of items per passage is small (under 0.01). Therefore, manipulating the number of passages is a more productive way to obtain efficient measurement procedures than is manipulating the number of items within each passage. (Contains 7 tables, 3 figures, and 18 references.) (Author)

ED 422 394   TM 028 956

Lee, Guemin; Kolen, Michael J.; Frisbie, David A.; Ankenmann, Robert D.
Equating Test Forms Composed of Testlets Using Dichotomous and Polytomous IRT Models.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Item Response Theory; *Robustness (Statistics); Tables (Data); *Test Items
IDENTIFIERS- Dichotomous Variables; Polytomous Variables; *Testlets; Three Parameter Model

Item response models can be applied in many test equating situations by making strong statistical assumptions. Thus, studying the robustness of the models to violations of the assumptions and investigating model-data fit are essential in all item response theory (IRT) equating applications (M. Kolen and R. Brennan, 1995). Previous studies dealing with tests composed of testlets have indicated that the assumptions of the dichotomous IRT models are frequently violated; however, passage scores can be used instead of item scores to eliminate the effect of the dependence among within-passage items (G. Lee and D. Frisbie, 1997; H. Wainer and D. Thissen, 1996; S. Sireci, D. Thissen, and H. Wainer, 1991). The purpose of this study was to compare the performance of polytomous IRT models to that of the dichotomous three-parameter logistic model in the context of equating test forms composed of testlets, using traditional equating methods as criteria for both. For equating test forms composed of testlets, equating methods based on polytomous IRT models were found to produce results that more closely agreed with the results from traditional methods than did equating methods based on the dichotomous three-parameter indicated that ATOD use is low among African American preteens and adolescents under age 16, even though African American youth in cities are affected by drugs in other ways. A framework of use, involvement, exposure, and victimization was developed as a result of the market research, and this framework was considered in implementing the campaign in the cities through community collaborations for education and intervention. Suggested applications for other communities derived from early campaign implementation include: (1) address the entire spectrum of health issues and ATOD experience in the community; (2) extend prevention messages beyond issues of use to all levels of the ATOD experience; (3) emphasize the role of families and influential adults in ATOD problem prevention; (4) empower youth in the community; (5) foster positive activities in the community; and (6) use nontraditional messages and messengers. Some specific points for success in working with African American youth are also presented. (SLD)

ED 422 412 UD 032 468

Kuramoto, Ford H.
Communicating Appropriately with Asian and Pacific Islander Audiences. Technical Assistance Bulletin.
PUB DATE- 97
NOTE- 14p.; Synthesis of a paper presented at a Center for Substance Abuse Prevention (CSAP) Plans Board meeting on "Communication Strategies To Address the Needs of Asian and Pacific Islander Audiences" (March 27-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Americans; *Communication (Thought Transfer); *Cultural Awareness; Cultural Differences; Evaluation Methods; Feedback; Health Education; Immigrants; Multicultural Education; *Pacific Islanders; Planning; *Prevention; *Substance Abuse

Developing culturally appropriate prevention messages and materials for Asian and Pacific Islander audiences is challenging. It is important to recognize and respect their geographic, ethnic, racial, cultural, economic, social, and linguistic diversity. The health communication process enables planners to meet the challenge of developing programs for this target population. Asians and Pacific Islanders are often perceived as a model community with few, if any, problems related to substance abuse, but it is important to dispel their myth, generate more informed perspectives on user rates, and recognize differences in abuse rates among the various populations. To develop culturally appropriate and effective prevention strategies, planners should use the following health communication process: (1) planning and selecting a strategy; (2) selecting messages, materials, and channels; (3) developing materials and pretesting; (4) implementation; (5) assessment effectiveness; and (6) feedback to refine the program. Planning begins with research. Some selected research findings about various Asian American/Pacific Islanders populations are given. Key issues that may affect substance abuse problems are those of immigration, acculturation, and intergenerational conflict. (Contains 38 references.) (SLD)

ED 422 413 UD 032 469

concerns them, and they are deeply uncomfortable admitting what troubles them. Most parents want integration to occur naturally, but are wary of associated costs. African-American and White parents are agreed in their visions of what it will take to educate students successfully, and they share a great deal of common ground about educational improvement. An attachment discusses study methodology, and two appendixes discuss interviewer effects and list experts interviewed. (Contains 13 charts and 4 tables.) (SLD)

ED 422 429 UD 032 487

One Yard Below: Education Statistics from a Different Angle.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Faculty); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Geographic Regions; Public Schools; Resource Allocation; School District Spending; *School Statistics; Special Education; Tables (Data); *Teacher Salaries

This report offers a different perspective on education statistics by highlighting rarely used "stand-alone" statistics on public education, inputs, outputs, and descriptions, and it uses interactive statistics that combine two or more statistics in an unusual way. It is a report that presents much evidence, but few conclusions. It is not intended to answer many questions, but rather to change the questions that are asked. The first area considered is that of education finance. Tables of per-pupil spending indicate that geography appears to account for the majority of the difference in spending, although there are many unexpected findings in these charts. These tables also bring into question the widely held belief that urban districts are starved for resources compared to nonurban districts. In general, the tables indicate that large urban districts are spending more per pupil than the large suburban districts. It also appears that wealthy and poor school districts allocate their funds in approximately the same percentages no matter where they are located. Observing how much is spent on labor costs in a school district raises a whole new set of questions, as does an examination of the labor pool. Support for increased education spending is de facto a call for increased spending on teachers. Some other issues are also deserving of a view that differs from that usually taken. Dialogue is necessary about special education. Current practices are making illiteracy a disease, and the question of the proper role for special education merits increased attention. Teacher mobility and peer review are other issues that deserve more attention in policy debates. The gender, racial, and ethnic makeup of the nation's public work force has become a political football, but so far there is little research concerning the real effects of the demographic characteristics of teachers on academic achievement. (Contains 13 tables.) (SLD)

ED 422 430 UD 032 488

Shokraii, Nina H.; Olson, Christine L.; Youssef, Sarah
A Comparison of Public and Private Education in the District of Columbia. F.Y.I., 148.
PUB DATE- 97

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Boards of Education; Educational Finance; *Elementary Secondary Education; *Enrollment; Federal Government; Legal Problems; *Public Schools; *School Districts; School Personnel; School Statistics; School Surveys; Tables (Data); *Teacher Characteristics; Urban Problems; *Urban Schools
IDENTIFIERS- Urban Education Studies

This survey provides information on many of the critical issues facing urban schools. It reflects data collected from school districts that constitute the National School Boards Association's Council of Urban Boards of Education (CUBE) and some districts eligible for participation in this group. Of the 85 districts that participated in the study, 72% were CUBE members. The survey was conducted in April-June 1995 and, unless otherwise noted, reflects data for the 1993-94 school year. Part A discusses the urban school district, stressing the diversity and high enrollments of urban school districts. On average the urban districts responding to this survey reported that their student bodies comprised almost 15% of total district residents. Part B focuses on school boards. In the urban school districts studied, 93% of the school boards are elected. They face a variety of complicated tasks taking into account the diversity of their students and resource constraints. Part C provides details about the staff, from superintendent to instructional staff. It is noted that the typical urban superintendent is male, Caucasian, and aged 51 to 60 years. Part D discusses the legal and federal issues of urban schools. This section gives a clear picture of the national mood of litigation in which educators operate. While most cases were tort claims, race discrimination (other than desegregation) accounted for 76 cases, and 45 desegregation claims were filed for or by students. (Contains 57 tables.) (SLD)

ED 422 447 UD 032 507

Bare, John; Meek, Anne; Frase, Mary
Racial and Ethnic Classifications Used in U.S. Public Schools. Issue Brief.
PUB DATE- 98
NOTE- 4p.; Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Classification; Elementary Secondary Education; *Ethnic Groups; Federal Government; Hispanic Americans; Labeling (of Persons); *Public Schools; *Racial Differences; Standards; Whites
IDENTIFIERS- African Americans; Latinos

Since 1977, federal agencies have followed standards set by the Office of Management and Budget (OMB) for collecting and presenting data on racial and ethnic populations. A policy directive at that time established four discrete racial categories: American Indian or Alaskan Native; Asian or Pacific Islander; Black; and White. As an alternative, OMB allowed five categories: American Indian or Alaskan Native; Asian or Pacific Islander; Black, not of Hispanic origin; Hispanic, and White, not of Hispanic origin. Since 1977, however, the racial and ethnic makeup of the country has changed, giving rise to the

PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Age Differences; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; Children; Crime; Demography; Dropouts; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); High School Students; Incidence; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Connecticut; *Indicators

This KIDS COUNT data book examines statewide trends in the well-being of Connecticut's children. After listing the regional population, racial/ethnic background, poverty status, and family setting of Connecticut's children, the statistical report examines 13 indicators of well-being: (1) percentage of children receiving welfare benefits; (2) low birth weight per 1,000 births; (3) infant mortality rate; (4) percentage of births with late or no prenatal care; (5) percentage of all births to teen mothers; (6) child death rate; (7) percentage of students meeting Connecticut Mastery Test goals; (8) percentage of tenth graders well below the Connecticut Academic Performance Test standard; (9) percentage of all students grades 9-12 who are high school dropouts; (10) juvenile violent crime arrest rate; (11) child abuse/neglect rates; (12) teen death rate; and (13) child poverty. Section 1 of the report summarizes recent brain development research and the ways development is hindered or helped by the environment. Sections 2 and 3 present child well-being indicators, organized by indicator and region, respectively. The document concludes with an explanation of terms and methodology. Findings indicate that about 19 percent of children live in poverty. In the last 10 years, there has been a slight worsening of the low birth weight rate, improvements in infant mortality, an increase in the percentage of mothers receiving prenatal care, and a decrease in the percentage of all births to teenage mothers. In 1995-96, 30 percent of sixth graders met state goals on the Connecticut Mastery Test. The dropout rate improved slightly during the past 5 years. The juvenile violent crime arrest rate per 100,000 increased from 1991-92 to 1995-96. (Contains 22 references.) (KB)

ED 422 098 PS 026 792

Ritz, William C.; Von Blum, Ruth
Head Start on Science Preliminary Findings.
PUB DATE- 98
NOTE- 13p.; Paper presented at poster session at the Head Start National Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Change Strategies; *Hands On Science; Preschool Children; Preschool Curriculum; Preschool Education; *Preschool Teachers; Professional Development; Program Descriptions; Program Effectiveness; Program Evaluation; *Science Activities; Science Curriculum; Science

intended to assist therapists in working with children and their drawings. Chapter 1 discusses projective tests and the usefulness of multidimensional approaches for understanding children's drawings. Chapter 2 describes children's motivation to draw, the drawing process, as well as the role of drawing in the therapeutic relationship, and recommends a phenomenological approach. Chapter 3 suggests ways therapists can work with children and their drawings, focusing on the use of drawings as narratives, the therapists' role, resistance to drawing, sexual and violent drawing content, and responding to drawings. Chapter 4 describes the developmental levels in children's art and maintains that the predictable sequence is a good starting point in evaluating children's drawings. Chapter 5 discusses the use of drawing in the diagnosis and treatment of concerns such as childhood depression, trauma, abuse and exposure to violence, dissociative disorders, and response to catastrophic events. Chapter 6 describes the use of children's drawings of families, houses, and the therapist to reflect children's interpersonal views. Chapter 7 considers how children's drawings of the physical body and of God or intangible entities may reflect experiences with life-threatening illnesses, coping with grief, or dying. Chapter 8 deals with the rights of choice, ownership, and privacy. Appended is a description of basic materials and a list of resources for suitable materials. (Contains approximately 180 references.) (KB)

ED 422 115 PS 026 823

Bacon, Linda; Chovelak, Cynthia; Wanic, Amy
Instructional Techniques To Improve Homework Completion with Sixth Grade and Spanish I Students.
PUB DATE- 98
NOTE- 146p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Assignments; *Change Strategies; *Cooperative Learning; Elementary School Students; Grade 6; High School Students; High Schools; *Homework; Intermediate Grades; Metacognition; Middle Schools; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Parents; Program Effectiveness; Student Attitudes; *Student Improvement; Student Motivation
IDENTIFIERS- Middle School Students; Teacher Journals

Problems in students completing homework may be related to lack of parental involvement and support, student attitudes and priorities, and the assigning of inappropriate and irrelevant homework. This action research project implemented and examined the effectiveness of increased communication with parents regarding homework, cooperative learning incorporating metacognitive processes, and modification of homework assignments to increase homework completion rates. Participating were 111 sixth graders in middle school or elementary schools and 22 first year Spanish high school students in a midwestern metropolitan area. The problem of insufficient homework completion was documented by means of student and teacher surveys, teacher interviews, and examination of grade books. The intervention consisted of: (1) increasing communication with parents regarding homework policies and parent involvement with homework; (2) incorporating cooperative learning activities such as homework support base groups; and (3) evaluating and designing homework includes 17 references; (5) "National Organizations and Information Clearinghouses"; and (6) "World Wide Web Sites." (LPP)

ED 422 132 RC 021 150

Jacob, Jeffrey C.; Brinkerhoff, Merlin, B.
Planetary Sustainability and Sustaining Family Relationships: Family Division of Labor and the Possibility of Female Liberation in the Back-to-the-Land Movement of the Late Twentieth.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Toronto, Ontario, Canada, August 12-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Life; Family Structure; *Family Work Relationship; *Feminism; Foreign Countries; Life Satisfaction; *Marriage; Part Time Farmers; *Quality of Life; *Rural Family; Rural Farm Residents; Rural Women; Sex Role; Subcultures; Surveys; *World Views
IDENTIFIERS- Homesteading; *Sustainability

Many women find the modern nuclear family confining and oppressive, and seek liberation. Moving ahead to the postmodern family, as feminists advocate, is not the only path. Back-to-the-landers find fulfillment in the interdependent premodern family model. Surveys and interviews of over 2,000 back-to-the-landers over a period of 15 years are used to explore female independence and sense of fulfillment within a movement that attempts to recapture part of an idyllic past while still captive to modern notions of gender equity and deference. The average respondent was 47 and well educated, had been married 15 years, and had two children. Results show a clear division of labor along gender lines, yet perceived and apparent inequity in the division of labor does not affect satisfaction with partner or other quality of life factors (general happiness and general satisfaction) for back-to-the-landers, particularly females. While the spiritual nature of back-to-the-land living and a sense of freedom (leisure) do not explain variance in satisfaction with a partner relationship, these two dimensions of back-to-country life do account for considerable variance in general happiness and general satisfaction, indicating that they may function as compensating factors for female smallholders. A discussion of the "social glue" that holds families together, and the link between family sustainability and planetary sustainability suggests that the best option may be to go back, in order to move ahead. Survey results are presented in four tables and an appendix. Contains endnotes. (TD)

ED 422 133 RC 021 314

McCarty, Teresa L.; Dick, Galena Sells
Mother Tongue Literacy and Language Renewal: The Case of Navajo.
PUB DATE- 96
NOTE- 15p.; Revised version of a paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

go beyond high school to examine college attendance, adult literacy, and job training. The final two chapters investigate employers' demands for labor and their perceptions of the rural workforce. Major themes emerging from the analyses were: (1) although rural higher education and job training are areas of weakness, rural school systems educate their students as well as do urban systems, with fewer resources; (2) institutions matter, and rural development strategies must support rural employers' shift to high-tech competitive strategies; and (3) in contrast to previous decades, rural employers' skill requirements are rising rapidly in the 1990s. Following an introduction by Paul L. Swaim, Robert M. Gibbs, and Ruy Teixeira, the chapters are: (1) "Rural Teachers and Schools" (Dale Ballou, Michael Podgursky); (2) "Educational Achievement in Rural Schools" (Elizabeth J. Greenberg, Ruy Teixeira); (3) "Rural High School Completion" (Kathleen M. Paasch, Paul L. Swaim); (4) "College Completion and Return Migration among Rural Youth" (Robert M. Gibbs); (5) "Literacy of the Adult Rural Workforce" (Elizabeth J. Greenberg, Paul L. Swaim, Ruy Teixeira); (6) "Job Training for Rural Workers" (Paul L. Swaim); (7) "Rural Employer Demand and Worker Skills" (Ruy Teixeira, David A. McGranahan); and (8) "Current Trends in the Supply and Demand for Education in Rural and Urban Areas" (David A. McGranahan, Linda M. Ghelfi). Contains references in each chapter, many data tables and figures, and an index. (SV)

ED 422 149   RC 021 619

Weiler, Kathleen
Country Schoolwomen: Teaching in Rural California, 1850-1950.
PUB DATE- 98
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Centralization; Educational History; Elementary Secondary Education; *Ethnic Discrimination; *Feminism; One Teacher Schools; Politics of Education; Primary Sources; *Rural Education; Rural Schools; Social Attitudes; *Social Bias; State History; Teaching Conditions; *Teaching Experience; Teaching (Occupation); *Women Faculty
IDENTIFIERS- *California

This book focuses on the lives and work of women teachers in two rural California counties between 1850 and 1950. It explores the social context of teaching and what teaching meant and provided to women teachers. Chapter 1 explores the shifts between 1840 and 1930 in representations of the woman teacher in the United States. Chapter 2 discusses the ways that assumptions about early 20th-century feminism, demands for rural education reform, ideas about progressive education, and the activism of key women educators in positions of power and influence shaped the rise of the bureaucratic educational state in California. Chapter 3 discusses the economic and demographic history of rural Tulare and Kings counties, California; the growth of their public school systems; racism and migrant workers; early one-room and private schools; and changes in the demographic profile of the teaching population. Chapters 4-6 draw on interviews to explore the lives of women teachers in the two counties through the interwar period. Personal life, childhood, teacher education, first job, deportment, physical risk, and material needs are examined for three categories of teachers: seekers of power, outsiders, and country schoolmarms. Community and social control, the marriage bar, shifting social

Improving Mathematics Instruction.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Learning; Educational Assessment; Elementary Secondary Education; Evaluation; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Portfolio Assessment; *Problem Solving; Research; Teaching Methods

This paper suggests that the mathematics teacher needs to do much reading and studying of important trends in improving the mathematics curriculum. Recommendations are made for what teachers need to look for in research studies in mathematics in order to help them recognize what would make for a quality study. Collaborative and individualized approaches are compared and portfolio methods of evaluation and problem solving issues in mathematics instruction are discussed. Issues in preparing a mathematics lesson are also addressed. (ASK)

ED 422 169 SE 061 703

Howie, Sarah, Ed.
Mathematics and Science Performance in the Middle School Years in the Western Cape Province of South Africa. The Performance of Students in the Western Cape Province in the Third International Mathematics and Science Study (TIMSS).
PUB DATE- 97
NOTE- 36p.; For other documents in this series, see SE 061 704-707 and ED 421 368.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; *Science Education; Tests
IDENTIFIERS- Middle School Students; *South Africa (Western Cape); *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international study of mathematics and science achievement ever undertaken with more than 500,000 students in 41 countries being tested in mathematics and science at three different year levels. South Africa is the first country in Africa to have participated in and successfully completed such a comprehensive international survey in science and mathematics education. This report provides detailed information about TIMSS and highlights the results of the performance of middle school students in the Western Cape Province of South Africa. (Contains 12 references.) (ASK)

ED 422 170 SE 061 704

Howie, Sarah, Ed.
Mathematics and Science Performance in the Middle School Years in the Free State Province of South Africa. The Performance of Students in the Free State Province in the Third International Mathematics and Science Study (TIMSS).
PUB DATE- 97
NOTE- 37p.; For other documents in this series, see SE 061 703-707 and ED 421 368.
LANGUAGE- English

resources available for teaching math and science in K-12 classrooms. Each issue of ENC Focus presents a selection of the Clearinghouse collection focused on a topic of particular interest to math and science teachers. In addition to meeting general requirements for inclusion in the ENC collection, curriculum materials in the Focus series are appropriate to the specific topic of the issue; support hands-on, active, inquiry-based methods of instruction; and are readily available. This issue offers a sampling of useful informal educational materials and other resources in mathematics and science education. A one-page description of each resource provides an abstract of the contents, subjects addressed, grade level, publication date, ordering information including price, authors, and related resources. (ASK)

ED 422 192   SO 027 057

Stark, Rebecca
Psychology: Teacher Supplement.
PUB DATE- 94
NOTE- 33p.; For student text, see ED 409 228.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior; *Cognitive Psychology; Conditioning; *Developmental Psychology; *Individual Psychology; *Psychology; *Psychopathology; Secondary Education; *Social Psychology; Social Sciences; Social Studies; Teaching Guides

This supplement provides teachers with tests, quizzes, answers to questions in the text, and general teaching information for using the student text, "Psychology," by Rebecca Stark. Quizzes included are on the topics of human development; the nervous system; the brain; cognitive development; sensation and perception; conditioning; learning; memory; motivation; emotion; altered states of consciousness; frustration and conflict; psychotherapy; theories of personality; and social psychology. A crossword puzzle and pre- and post-tests also are in the booklet. (EH)

ED 422 193   SO 028 513

Carlton, Elizabeth B.; Weikart, Phyllis S.
Guide to Rhythmically Moving 2.
PUB DATE- 96
NOTE- 70p.; Recordings not available from ERIC. For the first guide, see ED 409 232.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Activities; Elementary Education; Folk Culture; Foreign Countries; Instructional Materials; *Movement Education; Multicultural Education; Music; *Music Activities; *Music Education; Music Techniques; Rhythm (Music); Teaching Guides; Tempo (Music)

This book is the second guide accompanying a series of nine recordings of a rare collection of international folk music. The volume provides information needed to facilitate the many and varied activities necessary for students' understanding and application of movement and music concepts. The 14 selections from the recording are noted and include the country of origin, improving dramatically teacher and student knowledge of the Holocaust. Appendixes include a parent letter, grade level curriculum, suggested projects, and grade-level teacher resource packets. (Contains 20 references.) (Author)

ED 422 216 SO 028 985

Nanko, Carmen
Campus Ministry: Identity, Mission, and Praxis.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Catholics; Christianity; Nuns; Priests; Private Education; *Religious Education; Secondary Education
IDENTIFIERS- *Campus Ministry

This guide outlines the foundation for campus ministry in the context of definition, community, and mission. It considers the functioning of ministry at the center of the Catholic identity of a school in contrast to a position conceived in terms of projects and events. It begins with a description of campus ministry coming of age as schools work to address the many areas and needs of faith and adolescent development. The second section is about the praxis of campus ministry, considering pastoral praxis, spiritual praxis, liturgical praxis, and social praxis. An appendix includes a copy of "The National Congress on Catholic Schools for the Twenty-first Century, 1991." (Contains 65 endnotes and 54 references.) (RJC)

ED 422 217 SO 028 992

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today. Profiles of People of Interest to Young Readers. Artists Series. Vol. 1, 1996.
PUB DATE- 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Art Education; *Biographies; *Childrens Literature; Current Events; Elementary Secondary Education; *Inventions; Popular Culture; Profiles; Recreational Reading; Researchers; Role Models; Scholarship; *Scientists; Student Interests; Supplementary Reading Materials

This issue of "Biography Today" features 18 short biographies about artists in a format young readers can enjoy and understand. Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Entries also provide information on further reading for readers. Obituary entries also are included to provide a perspective on an individual's entire career. Among the artists featured are: Ansel Adams (obituary), Romare Bearden (obituary), Margaret Bourke-White, Alexander Calder (obituary), Marc Chagall (obituary), Helen Frankenthaler, Jasper Johns, Jacob Lawrence, Henry Moore (obituary), Grandma Moses (obituary), Louise Nevelson (obituary), Georgia O'Keeffe (obituary), Gordon Parks,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Methods; Educational Philosophy; Educational Practices; Higher Education; *Historians; Historiography; *History Instruction; *United States History; *World History

This occasional paper discusses and examines the role of history as a link between the past and the future. The paper advocates one of the tasks of historians is to keep the present in reasonable touch with the past and with the hope of helping the present to accept and understand the future when it comes. The report cites the declining enrollment in the number of history degrees granted by colleges during the years 1970-71 to 1985-86 as an example of the disinterest in history. This decline occurred during years of sharp increases in the number of college students. The paper cautions against the misuse of history as propaganda and suggests that history contains both science and art, in indeed a "craft." (EH)

ED 422 241 SO 029 136

Crew, Spencer R.
How the Future of History Connects with Museums. Occasional Paper.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Methods; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Historians; Historiography; *History Instruction; *Museums; Social Studies; United States History; World History

This occasional paper discusses and examines the role of museums as an essential part of history education. The report describes how the nature of museum exhibitions have changed in presenting history to the public. Museums offer a wider variety of presentations and interpretations than the linear, chronological history of years past. New research discoveries have increased public knowledge and led to critical questions about the nature of history and interpretation. The paper cites the need for museums to be clearer about what they are doing and about what visitors should expect when they come to the museum or visit an exhibition. The paper advocates a working relationship between historians and museum personnel in order to clarify the work of the exhibit and explain the wonders and vagaries of historical research. (EH)

ED 422 242 SO 029 137

Stotsky, Sandra
Citizenship Education and the Teaching of Literature: Lessons and Suggestions from the American Experience.
PUB DATE- 97
NOTE- 19p.; Paper presented at the International Seminar on Education and Citizenship (Madrid, Spain, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; *Comparative Education; Democracy; Elementary Secondary Education; English

accompanying learning activities for each essay. Essays include: (1) "Women and Gender in Contemporary China" (Carolyn L. Carter); (2) "Women and Development on Cheju Island, South Korea" (Siyoung Park); (3) "Development and Factory Women: Negative Perceptions from a Malaysian Source Area" (Amriah Buang); (4) "Gender and Spatial Mobility in Iran" (Mohammad Hemmasi); (5) "Gender Relations in Rural Bangladesh: Aspects of Differential Norms about Fertility, Morality, and Health Practices" (K. Maudood Elahi); (6) "Women's Roles in Rural Sri Lanka" (Anoja Wickramasinghe); (7) "Invisible Agricultural Labor in India" (Parvati Raghuram); and (8) "An Equitable Future?: A Brief Look at Women's Activities in Asia" (Kiran Banga Chhoker, Chiang Lan-hung, Carolyn V. Prorok). A 32-item annotated bibliography concludes the volume. (EH)

ED 422 267 SO 029 535

The Education and Certification of History Teachers: Trends, Problems, and Recommendations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; College Faculty; *College School Cooperation; Elementary Secondary Education; Higher Education; *History Instruction; National Standards; Non Western Civilization; State Departments of Education; *State Standards; *Teacher Education Programs; Teacher Improvement; United States History; World History
IDENTIFIERS- ERIC Digests

This ERIC Digest reports on the outcomes of a conference of teachers, college history professors, teacher educators, and state and local school board members. The theme of the meeting was that if, according to the standards-based strategy for democratic school reform, all students in every school are to be offered an equally solid and engaging study of history, then all teachers need an equally rigorous preparation to teach them. The problems treated were how to explore conditions under which subject matter mastery can be nurtured among history teachers, and how to determine the changes needed to bring about and sustain those conditions. Conferees recommended that prospective teachers of history in the middle and high school should have a college major organized around main topics and significant questions in specific areas of history and their related areas of study. Conferees recommended that colleges of education reduce the required number of generic methods courses in order to offer more courses by subject experts and experienced practicing teachers. Recommendations were made to history professors that university administrators must establish personnel policies that end the disincentives for history faculty to work with outside departments and to mentor preservice teachers. State departments of education must redesign teacher licensure and expect that certification examinations are rigorous. Local districts need to establish procedures and criteria for evaluating teacher candidate subject area qualifications. College governing boards must insure that changes occur in admissions, core course requirements, incentives for faculty, and department majors. (EH) how teachers are doing. Chapter 7 discusses ways to increase the potential return on students' education, examining possible reasons for the failure of the present systems of teacher professional development. This chapter also examines how technology can help improve future student and teacher learning processes. (Contains approximately 200 references.) (SM)

ED 422 285 SP 038 074

Sherman, Nancy E.
All Individuals Deserve Support: Collaborating To Prevent HIV/AIDS among Homeless Youth.
PUB DATE- 98
NOTE- 11p.; Paper presented at the American Association of Colleges for Teacher Education's Conference "Garnering Support for Change: Preparing Educators To Prevent HIV/AIDS" (Honolulu, HI, June 24-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Graduate Students; Graduate Study; Health Education; *Health Promotion; Higher Education; *Homeless People; Program Development; Program Evaluation; *School Community Relationship; Sexuality
IDENTIFIERS- Risk Reduction; Risk Taking Behavior; Sexually Transmitted Diseases

All Individuals Deserve Support (AIDS) is a collaborative prevention program between graduate students in a Community/Agency Counseling program and the Children's Home Homeless Youth Program in Peoria, Illinois. Graduate students developed a comprehensive HIV/AIDS prevention program for homeless youth as a class project. Project design involved: assessing the needs of the target population; developing prevention activities; implementing the program; and evaluating the program. Students worked in cooperative groups throughout the program. They collected information of such programs via the Internet and more traditional sources. Guest speakers addressed the class on the topic of interest. Students developed interview questions and interviewed the case managers who worked most closely with the homeless youth. The interviews indicated that case managers were very concerned about their clients' unprotected sexual activity and attitudes toward casual sex. Case managers noted that the most effective types of programs were highly interactive and had meaning for daily living challenges. Students implemented the program with clients from the Homeless Youth Program. To support the case managers, students developed a resource library, conducted inservice training for direct service providers, and offered a psychoeducational group for clients on self-esteem and assertiveness. Each aspect of the program was evaluated via activity logs, portfolios, and participant feedback. Both case managers and clients considered the program very good and very helpful. (SM)

ED 422 286 SP 038 076

Koehler, Mike; Giebel, Nancy
Athletic Director's Survival Guide.
PUB DATE- 97
NOTE- 320p.
LANGUAGE- English

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; Elementary Education; Elementary School Students; Elementary School Teachers; Faculty Development; Inservice Teacher Education; *Self Control; *Student Behavior; Teacher Attitudes; Teacher Behavior; Teaching Methods

This ethnographic study examined conditions affecting how six elementary teachers who were involved in an ongoing inservice program embraced, comprehended, and applied elements of classroom management via cooperative learning. The paper described factors that helped and hindered their attempts. Data collection included site visits with observations, questionnaires, individual interviews, and focus group discussions. The study lasted for 1 year, with data collected before, during, and after staff development sessions that helped them implement cooperative learning. Data analysis indicated that teacher beliefs and practices changed, but relatively little. The participants believed in cooperative learning before the study began. As the year progressed, they used it more often, were more confident in their practices, and were clearer about which teaching method and relevant classroom management techniques to use at any given time. For all six, teaching proper behavior was a high priority. Classroom management was not always distinct from their lessons but instead often integrated within. Behavior problems often became teaching opportunities. Teachers took more responsibility for solving student problems at the beginning of the year, but they delegated more as the year progressed. All used certain extrinsic motivators for behavior. Teachers' theories and beliefs affected their choices regarding grouping of students, pedagogy, and classroom management. (Contains approximately 123 references.) (SM)

ED 422 304 SP 038 096

Geary, William T.
From Dependence toward Independence via Interdependence.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; Elementary Education; Elementary School Students; Elementary School Teachers; Faculty Development; Inservice Teacher Education; *Self Control; *Student Behavior; Teacher Attitudes; Teacher Behavior; Teaching Methods

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ED 422 322 SP 038 118

Policy and Excellent Teaching: Focus for a National Research Center. Center Description and Synopsis of Research Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Policy; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Policy Formation; Public Education; Teacher Competencies; Teacher Recruitment; Teaching Conditions; Teaching Skills

A new national research consortium, the Center for the Study of Teaching and Policy (CTP), is designed to investigate the relation between excellent teaching and policymaking at the national, state, and local levels. Policy efforts to produce excellence in teaching must: (1) attract, recruit, and retain capable teachers; (2) develop teachers' professional norms, knowledge, and skills; (3) create incentives and organizational conditions that support teachers' work; (4) realize improvement efforts on a sufficient scale; and (5) ensure that teacher development and teaching practice relates to improved student learning. Increasing excellence in teaching requires coordinated action on a range of fronts. In the last decade there has been a growing recognition that both perspectives--the macro view from the level of the system as a whole, and the micro view from the classroom and school--are important to any promising effort to improve teaching. The CTP is examining promising experiences and experiments for addressing the five issues. This includes standards-based, school-based, and teacher development strategies, all of which overlap and have at their intersection coherent management of the teacher policy environment. The existence of promising strategies creates a need for research. The CTP's program of research seeks to cumulate understanding, both within and across studies, regarding the strategies' potency and possibilities. The CTP's program of research and analysis examines teacher policies in various contexts and at multiple levels of the system. The various investigations that CTP members are currently conducting are listed. (SM)

ED 422 323 SP 038 119

Koppich, Julia E.; Knapp, Michael S.
Federal Research Investment and the Improvement of Teaching. 1980-1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Student); Educational Quality;

program and the key assumptions and design components that drive assessment practices and changes in teacher practice. Then eight program participants discuss their own experiences, focusing on their own professional development. The following chapters are included: (1) "The Unfolding of the Hudson Valley Portfolio Assessment Project" (Giselle O. Martin-Kniep); (2) "Program Components of the Hudson Valley Portfolio Assessment Project" (Giselle O. Martin-Kniep); (3) "The Design Process" (Giselle O. Martin-Kniep); (4) "Seeing Our Growth as Learners: The Story of a First-Grade Teacher and Her Students" (Rebecca Collins); (5) "Helping Children Monitor Their Own Learning" (Robin Sotak); (6) "The Crazy Project Lady Comes Home" (Marcia Lubell); (7) "Ongoing Assessment Strategies Allow Me To Meet the Needs of My Students" (Liz Locatelli); (8) "Realizing the Power of Reflection" (Robin Grusko); (9) "Authentic Assessment at Work in a Self-Contained Classroom of Learning-Disabled Students" (Jill Berkowicz and Diane Cunningham); (10) "Rising to the Challenge of High-Stakes Assessment" (Julio Amodeo); (11) "The Evolution of a Man with Dual Roles: Portrait of a Teacher and Administrator" (Bill Peppiatt); and (12) "Understanding Teacher Change and Its Meaning" (Giselle O. Martin-Kniep). Four appendixes contain the protocols for review of teacher and student portfolios, the rubric for teacher portfolios, and the teacher research simulation. (Contains 16 figures.) (SLD)

ED 422 341   TM 028 887

Hamers, J. H. M., Ed.; Sijtsma, K., Ed.; Ruijssenaars, A. J. J. M., Ed.
Learning Potential Assessment: Theoretical, Methodological and Practical Issues.
PUB DATE- 93
NOTE- 382p.; Chapters in this volume based on papers presented at a conference at the Department of Education, Utrecht University (Utrecht, Netherlands, November 1991).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cross Cultural Studies; *Educational Assessment; Elementary Secondary Education; *Intelligence Tests; Learning; Measurement Techniques; Nonverbal Tests; *Psychometrics; Test Construction; Test Theory; *Test Use; Test Validity; *Thinking Skills
IDENTIFIERS- *Learning Potential Tests

The first part of this volume is concerned with theoretical and conceptual issues concerning learning potential assessment. The second part deals with methodological and measurement issues in learning potential assessment, and the third part is devoted to research projects and practical applications of learning potential tests. The following papers are included: (1) "Current Trends in Theories and Assessment of Intelligence" (J. Guthke); (2) "Learning Potential Assessment: Introduction" (J. H. M. Hamers and W. C. M. Resing); (3) "Developments in Learning Potential Assessment" (J. Guthke); (4) "The Validity of Learning Potential Tests" (A. J. J. M. Ruijssenaars, J. H. M. Castelijns, and J. H. M. Hamers); (5) "The Learning Potential Assessment Device (LPAD): Discussion of Theoretical and Methodological Problems" (F. P. Buchel and U. Scharnhorst); (6) "Classical and Modern Test Theory with an Eye toward Learning Potential Testing" (K. Sijtsma); (7) "Learning Potential Testing: The Effect of Retesting" (K. J. Klauer); (8) "Psychometric Implications of Learning Potential Assessment: A (aesthetic, physical, transcendent, emotional, and social), the ways in which his matrix relates to and departs from current trends in curricular theory and theorizing are highlighted. Foshay's conceptualization of each of these areas is discussed in relation to some leading curricular theorists, including M. Foucault and P. Freire. Although Foshay's matrix is fully intended to be general, critical theorists would argue that there is no generic child, no decontextualized school. Gender, race, class, disability, culture, language, sexual orientation, ethnicity, family background, and many other factors intersect in students' educational lives and shape their experiences. Curriculum does not exist in a vacuum. Foshay's matrix may not give enough attention to these issues, but it offers a theoretical model for the study of curriculum. (Contains 35 references.) (SLD)

ED 422 359 TM 028 911

Yan, Duanli; Lewis, Charles; Stocking, Martha
Adaptive Testing without IRT.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Algorithms; *Computer Assisted Testing; *Item Response Theory; Models; *Nonparametric Statistics; *Regression (Statistics); Simulation; *Test Construction

It is unrealistic to suppose that standard item response theory (IRT) models will be appropriate for all new and currently considered computer-based tests. In addition to developing new models, researchers will need to give some attention to the possibility of constructing and analyzing new tests without the aid of strong models. Computerized adaptive testing currently relies heavily on IRT. Alternative, empirically based, nonparametric adaptive testing algorithms exist, but their properties are little known. This paper introduces an adaptive testing algorithm that balances maximum differentiation among test takers with stable estimation at each stage of testing, and compares this algorithm with a traditional one using IRT and maximum information. The adaptive testing algorithm introduced is based on the classification and regression tree approach described in L. Breiman, J. Friedman, R. Olshen, and C. Stone (1984) and J. Chambers and T. Hastie (1992). Simulation results from the regression tree approach were compared with simulation results from three parameter logistic model IRT. Simulation results show that the nonparametric tree-based approach to adaptive testing may be superior to conventional IRT-based adaptive testing in cases where the IRT assumptions are not satisfied. It clearly outperformed one-dimensional IRT when the pool was strongly two-dimensional. A technical appendix describes the algorithm. (Contains three figures and six references.) (SLD)

ED 422 360 TM 028 916

Scheid, Karen
Helping Students Become Strategic Learners. Guidelines for Teaching. Cognitive Strategy Training Series.
PUB DATE- 93

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beliefs; *Educational Assessment; Educational Practices; Elementary School Students; Feedback; Intermediate Grades; Middle Schools; Professional Development; Secondary Education; Secondary School Students; *Self Evaluation (Individuals); Student Attitudes; Student Evaluation; Teacher Attitudes; Teacher Evaluation; *Teachers
IDENTIFIERS- Middle School Students; Middle School Teachers; *Reflective Practice

The Learner-Centered Battery (LCB) is a set of short self-assessment tools for teachers and their students that can help teachers identify profiles of effective beliefs, practices, and discrepancies between teacher and student perspectives. Personalized feedback is available for interpreting individual profiles relative to profiles of the most effective teachers in large-scale validation samples. This feedback helps teachers identify areas for potential change and helps them reflect on and change classroom practices. The purpose of this manual is to provide an overview of the research and conceptual model behind the LCB and to describe the development and validation of the middle and high school level student and teacher surveys that are the primary focus of the LCB. The manual is designed for researchers and educators interested in implementing the LCB survey tools and reflection strategies with high school and middle school teachers and students. A two-phase validation process is reported that focuses on the reliability and content validity of the surveys and the construct and predictive validity of the teacher and student variables measured by the LCB. Results of the validation are reported for 9,722 students and 908 teachers. The following sections are included: (1) "Introduction"; (2) "Background and Rationale for the Development of the Learner-Centered Battery"; (3) "Development and Pilot Testing of the Surveys in the Learner-Centered Battery"; (4) "Validation of the Learner-Centered Battery"; (5) "Conclusions and Implications for Professional Development"; (6) "References"; and (7) "Appendices." Eight appendixes contain the student and teacher surveys, feedback examples, files for Statistical Package for the Social Sciences (SPSS) analysis, and other supporting material. An attached disk contains SPSS syntax files for the manual. (Contains 36 references.) (SLD)

ED 422 378 TM 028 940

Ruiz-Primo, Maria Araceli; Schultz, Susan E.; Li, Min; Shavelson, Richard J.
Comparison of the Reliability and Validity of Scores from Two Concept-Mapping Techniques. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Comparative Analysis; *Concept Mapping; *Educational Assessment; High School Students; High Schools; *Knowledge Representation; *Science Education; Tables (Data)

A concept map is a graph in which the nodes represent concepts, the lines between the nodes represent relations, and the labels logistic IRT model. (Contains 7 tables, 10 figures, and 32 references.) (Author/SLD)

ED 422 395   TM 028 957

Gama, Elizabeth Maria P.; de Jesus, Denise Meyrelles
Teachers' Causal Explanations for Achievement: Common Sense or Social Representations?
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attribution Theory; *Causal Models; Educational Theories; Elementary Education; Foreign Countries; *Low Achievement; Social Attitudes; Social Problems; *Teacher Attitudes; Teacher Expectations of Students; Teacher Surveys
IDENTIFIERS- *Brazil; *Social Representations

This paper analyzes the results of three studies about teacher causal explanation of failure in the Brazilian public elementary schools. Confronted with very high incidence of school dropout and retention, the investigators asked public school teachers to choose the main determinants of dropout and failure in their schools. Two studies were quantitative and one was qualitative (with quantitative triangulation). These studies and two others reviewed showed impressive consistency and similarity of findings across samples, year of investigation, and method used. In general, teachers attributed the causality of school failure to factors that were external to the school; responsibility was placed on the students' lack of effort or interest, the conditions of poverty of the family, and their families' lack of involvement. Faced with generalized shared beliefs, the authors draw on S. Moscovici's theory of social representations and suggest that public school teachers may have developed their own pedagogical theory. Pedagogical and psychological theories about students, instruction, and learning may have been re-elaborated by them to come to constitute a new set of ideas and ways to understand and explain school reality. Once established, social representations guide everyday thinking and behavior and may serve the purpose of perpetuating the precarious achievement of low-income children in the Brazilian public school system. (Contains 11 references.) (Author/SLD)

ED 422 396   TM 028 958

Guskey, Thomas R.
Teacher Efficacy Measurement and Change.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Educational Research; Elementary Secondary Education; Measurement Techniques; *Self Efficacy; Teacher Attitudes; *Teacher Effectiveness; Teacher Responsibility;

Urban Youth Public Education for the African American Community. Technical Assistance Bulletin.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; *Black Youth; Community Programs; *Drug Use; Elementary Secondary Education; *High Risk Students; Inner City; Models; *Outreach Programs; Program Development; *Urban Youth; *Youth Programs
IDENTIFIERS- *African Americans

The Urban Youth Public Education campaign was a Center for Substance Abuse Prevention initiative that embodied the concept of targeted programming in terms of cultural sensitivity and community participation. The Campaign, which began in 1990, targeted inner-city African American children, youth, and families in 14 initial sites. Other sites were added later. The processes and strategies of the Campaign provide an important model for the prevention community. This technical assistance bulletin synthesizes the lessons learned so that other African American communities can replicate the campaign for their youth. It also shows how effective it can be to target a program to a specific racial population. The market research associated with the Campaign showed that in the face of overwhelming odds, many African American youth manage to evade drug use, and the role of African American adults is influential and positive. These messages clarify campaign goals and provide direction for prevention themes and messages, and should be a basis for replicating the campaign in other communities. Replication begins with creating community ownership of the Urban Public Education Campaign. To magnify the positive messages from the market research, the Campaign's messages should stress that it is important for adults to serve as role models and that adult behavior sets an example for youth. It will be important to encourage innovation and promote the Campaign through a variety of traditional and nontraditional communication channels. Enlisting local sponsors, developing local materials and other educational materials, and sponsoring special events are all ways to get the Campaign's messages across. (Contains eight references.) (SLD)

ED 422 414 UD 032 470

Miller, Andrea B., Ed.
African Americans. Substance Abuse Resource Guide.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - General (130)
DESCRIPTORS- Alcoholic Beverages; Behavior Patterns; *Blacks; Disadvantaged Youth; Elementary Secondary Education; High Risk Students; Information Sources; Internet; *Prevention; Program Development; Resource Materials; *Substance Abuse; *Urban Youth; Youth Programs
IDENTIFIERS- *African Americans

While studies show that young African Americans tend to use alcohol and drugs at lower rates than their White and Hispanic

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Educational Finance; *Educational Quality; Elementary Secondary Education; Equal Education; Federal Legislation; *Private Schools; *Public Schools; Racial Composition; Resource Allocation; Scholarships; School Choice; *School Safety; *Urban Schools
IDENTIFIERS- *District of Columbia; District of Columbia Public Schools

Two separate systems of education exist in the District of Columbia. In the private school system, students from all races and socioeconomic backgrounds are learning the basic skills and more, and are going on to college at high rates. In the public school system, the majority of students are consigned to deteriorating and dangerous schools in which they are not taught the skills they need to succeed in school, and academic achievement is poor. Only 53% of the students entering the District's public high schools in the ninth grade remained in the system to graduate 4 years later. Most either dropped out or left to attend other schools. In 1995, 17% of students in the District of Columbia attended private schools (including the Catholic schools). About as many black students as white attended the private schools citywide. The private schools, particularly the Catholic schools, report greater school safety, with far fewer episodes of violence. Only a little more than 50% of the public school budget goes to instruction, while the Catholic schools in the District allocate 62% of their budgets to instruction. (Contains 12 charts and 1 table.) (SLD)

ED 422 431 UD 032 489

Hanks, Dorothy
How Milwaukee's Choice Program Helps Poor Children Succeed in School. F.Y.I., 120.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Economically Disadvantaged; *Educational Vouchers; Elementary Secondary Education; Poverty; Program Evaluation; *School Choice; Urban Schools; *Urban Youth
IDENTIFIERS- *Milwaukee Public Schools WI

School choice for poor children is likely to be an issue in many state and congressional races. Lawmakers and parents need to pay close attention to the quality of academic evaluations of school choice programs. Evaluations of the program in Milwaukee (Wisconsin) provide a case in point. In 1990, Milwaukee instituted the nation's first publicly funded school choice program. Data released in February 1996 about the Milwaukee program indicates that the reading scores of choice students in their third and fourth years were, on average, from 3 to 5 percentile points higher than those of comparable low-income public school students. Mathematics scores were, on average, 5 and 12 percentile points higher. This evaluation, conducted by J. Greene and P. Petersen was designed to correct for methodological errors of previous evaluations. Their results confirm a growing collection of evidence that shows that private school vouchers are the key to educational success for question of whether these five standard categories reflect the present population adequately. OMB and Congress have begun efforts to change the standards before the dress rehearsal for the 2000 Census. Changes in racial and ethnic makeup present special problems for the public schools, which collect data for various reporting purposes. The National Center for Education Statistics and the Office for Civil Rights sponsored two surveys, one at the school level, and the other at the state level about the racial and ethnic classification used to collect and report student data. The majority of the public schools, 55%, reported that they collect data only when a student initially registers at a school in the district. Another 17% reported that they also collect data when a student changes schools. Twenty-five percent of the schools collect racial and ethnic data annually. Seven percent of the schools reported using racial or ethnic designations in addition to the five standard categories, and these schools were more likely to be in the West. The category most frequently added was "Filipino." Other categories mentioned were "Middle Eastern" and various specific Asian nationalities, but none of these was mentioned by more than 4% of the schools. In the state survey, eight states reported using additional categories, with five using a "multiracial," category, and one an "other" category. Taking these responses into account, OMB is proposing new standards that classify racial populations as: (1) White; (2) Black or African American; (3) Asian; (4) Native Hawaiian or Other Pacific Islander; and (5) American Indian or Alaskan Native. For data on ethnicity, the categories are Hispanic or Latino and Not Hispanic or Latino. OMB did not add a multiracial category, but is allowing individuals to report more than one race when they self-identify. (Contains two tables, one figure, and five references.) (SLD)

ED 422 448 UD 032 508

Shields, Nancy; Pierce, Lois
Factors Related to Aggressive and Violent Behavior among Preadolescent African-American Boys.
PUB DATE- 97
NOTE- 21p.; Version of a paper presented at the National Conference on Family and Community Violence (3rd, New Orleans, LA, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- After School Programs; Age Differences; *Aggression; Behavior Patterns; *Blacks; Family Influence; *Males; *Preadolescents; Program Development; *Student Attitudes; *Violence
IDENTIFIERS- African Americans

Drawing on theoretical and empirical studies, this paper hypothesized that attitudes towards the use of violence and the use of aggressive and violent behavior among preadolescent African American males would be affected by verbal aggression in the home, violence observed in the community, family environment, and peer models. Data on aggressive and violent behavior and attitudes among young African American males were available from a larger project designed to improve self-esteem, decision skills, and interpersonal competence, and encourage positive attitudes toward non-European cultures. A data set with ratings from behavior and protective factors was obtained for 152 boys aged 8 to 13. Ratings came from 85 group leaders over 3 project years. A consistent finding from the

Education; *Teacher Attitudes; Teacher Improvement; Teacher Role; Teaching Methods; Workshops
IDENTIFIERS- *Project Head Start

For many Head Start teachers and staff, the word "science" conjures up uncomfortable feelings and memories. The purpose of this project--a collaborative effort of California State University, Long Beach and the Head Start Program of Long Beach Unified School District (LBUSD)--was to prepare Head Start staff to become more capable, comfortable, confident, and enthusiastic about their own and their Head Start families' "sense of wonder" about the world through hands-on science experiences. The training program components included a curriculum of over 100 science activities, summer institutes for Head Start teachers, follow-up "friendly visits" by project staff to provide ongoing support, and periodic follow-up meetings for field trips and sharing of experiences. The program was tested and refined with additional Head Start agencies in Los Angeles County and in Syracuse, New York. Evaluation activities included baseline study of reactions to science tasks, assessment of training and classroom activities, teacher feedback, and documentation of classroom visits. Findings showed a marked improvement in the quality and quantity of science experiences children received. In LBUSD, where only 63 percent of teachers reported being "comfortable" to "very comfortable" with science before the program, 95 percent were so at mid-year. The percentage of teachers who reported doing science every day increased from 35 to 63 percent after training. Classroom observations confirmed the enhanced role of science in the classrooms, and increased use of facilitated learning strategies. By encouraging a "sense of wonder" among children, teachers seemed to lose their own fears of science. (KB)

ED 422 099 PS 026 794

Greenberg, Bradley S.; Hnilo, Lynn Rampoldi; Ver Steeg, Linda
Young Viewers' Responses to Television Program Ratings.
SPONS. AGENCY- National Association of Broadcasters, Washington, DC.; Michigan State Univ., East Lansing. Inst. for Children, Youth, and Families.
PUB DATE- 98
NOTE- 37p.; Paper presented at the International Communication Association Annual Conference (48th, Jerusalem, Israel, July 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Attention; *Childhood Attitudes; *Childrens Television; Comparative Analysis; Cross Sectional Studies; Individual Differences; *Information Utilization; Intermediate Grades; Parent Influence; Predictor Variables; *Programming (Broadcast); Secondary Education; Sex Differences; Sexuality; Social Differences; *Television Viewing; Violence
IDENTIFIERS- Ethnic Differences; Exploratory Studies; Mediating Factors; *Television Content Ratings

Implementation of the first U.S. television program rating system based on identifying content that could be viewed by specific age groups began in January, 1997. This exploratory survey examined the context of how young people responded to the ratings system. Participating in the May 1997 survey were 462 students in fourth, eighth, and tenth grades from a midsized, urban, midwestern city. Approximately half of the sample was female. The sample included 185 African-Americans, 113 assignments to better meet student individual needs, learning styles, and curricular objectives. The effects of the intervention were assessed by means of student and parent surveys given on a pre-post basis, a record of parent notifications of late homework, and weekly teacher journal entries. Post intervention data indicated that homework completion increased in the elementary and middle school settings but showed no significant improvement at the high school site. Cooperative learning with metacognitive processing and modification of homework assignments were effective in improving the quantity and quality of homework completion. However, increased communication with parents did not result in increased parental involvement nor influence homework completion. (Appendices include data collection forms and sample instructional materials. Contains 44 references.) (KB)

ED 422 116 PS 026 824

Finzer, Sharon; Green, Patricia; Mizen, Julie; Sennstrom, Sandra
Improving Student Social Skills in Structured and Unstructured Situations.
PUB DATE- 98
NOTE- 79p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program. Some pages contain light and/or filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Change Strategies; Classroom Techniques; Cooperative Learning; Discipline; Grade 3; *Interpersonal Competence; *Intervention; Peer Relationship; Primary Education; Program Effectiveness; Values Education

This action research project involved the implementation and evaluation of a program to increase use of appropriate social skills among third-grade students. The problem of inadequate social skills was documented by means of teacher observations and notice of misbehavior forms. Probable causes for students' lack of social skills were concluded to be the changing nature of society, media exposure, lack of positive role models, and the lack of formal social skills instruction. A variety of interventions involving classroom climate, character building, and cooperative learning were developed and implemented, including: (1) heightening student awareness through pre- and post-intervention surveys; (2) weekly character-building activities focusing on a specific quality; (3) teaching of cooperative learning skills; (4) teacher completion of daily checklists on personal/social growth skills; (5) teacher documentation of parent contact for disciplinary problems; and (6) record-keeping of notice of misbehavior forms. Assessment methods included teacher observations, parent contact data, the number of misbehavior referral forms, and the post-intervention survey of students. Results showed an increase in students' use of appropriate social skills. There was a decrease in misbehavior referrals, and teachers observed an increase in social skills. (Twelve appendices include survey forms and intervention activities. Contains 28 references.) (EV)

ED 422 117 PS 026 827

Penn, Cheryl; Shelley, Sherry; Zaininger, Lucie
Enhancing Transfer of Learning among Seventh Graders.
PUB DATE- 98
NOTE- 96p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.

(150)
DESCRIPTORS- American Indian Education; Bilingual Education; *Bilingual Education Programs; *Educational Practices; Elementary Education; Indigenous Personnel; *Language Maintenance; *Literacy; Native Language Instruction; *Navajo
IDENTIFIERS- *Biliteracy; Endangered Languages; Language Shift; *Rough Rock Demonstration School AZ

This paper discusses the contribution of school-based mother-tongue literacy to the maintenance and renewal of endangered languages, with Navajo as the case in point. Although Navajo claims the most speakers among U.S. indigenous languages, the absolute number and relative proportion of Navajo speakers have declined drastically in the last 30 years. Language usage varies across the Navajo Reservation, depending on individual community histories and contact with English. English dominates the print environment, although other forces reinforce the primacy of oral Navajo. Historically, the single most harmful factor for language maintenance was forced English-only schooling. Following a shift in federal policies, the Rough Rock Demonstration School in Arizona was founded in 1966 as the first tribally controlled school, one that reinforced Navajo language and culture in the classroom. After years of fluctuating funds and services, Rough Rock's bilingual program has been reinvigorated by a cadre of local bilingual educators. The K-6 two-way bilingual program develops children's oral and written Navajo and English proficiency and features high-quality exposure to spoken Navajo, teacher-developed Navajo texts, summer literature camps, and the involvement of elders as teachers and counselors. Such practices elevate the moral authority and practical utility of the language. Navajo literacy remains confined primarily to the school but supports a sociocultural environment in which young and old share language experiences. Rough Rock evaluative data demonstrate the academic success of bilingual students with a solid foundation in mother-tongue literacy. It remains to be seen whether program graduates pass Navajo to their children as their mother tongue. (Contains 26 references.) (SV)

ED 422 134   RC 021 550

Marshall, Catherine A.; Gotto, George S., IV
Vecinos y Rehabilitation (Phase II): Assessing the Needs and Resources of Indigenous People with Disabilities in the Mixteca Region of Oaxaca, Mexico. Final Report. English Version.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 161p.; For Phase I report, see ED 409 156.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *American Indians; Children; Community Services; *Disabilities; *Educational Needs; Employment; *Employment Problems; Females; Foreign Countries; Indigenous Populations; Males; Mexicans; Needs Assessment; *Rehabilitation; Research Needs; Rural Areas; Rural Urban Differences
IDENTIFIERS- *Access to Services; *Mexico (Oaxaca); Mixtecan (Tribe); Training Needs

This report describes the second phase of a project that identified the circumstances and needs of disabled indigenous people in three geographic areas of Oaxaca state, Mexico. Assisted by a Mixteca disabilities consumer organization and an expectations, racial and cultural differences, effects of the Depression, and responsibility and power are discussed as background to the interviews. Chapter 7 considers the impacts of the second World War, the consolidation of rural schools, and the sexual politics of the postwar years. The conclusion sums up major themes: the highly politicized nature of schooling, the school role in reproducing the dominant culture while ignoring subordinate groups and their struggles, the pleasures and satisfactions of teaching, the morally ambiguous position of teachers caring for children who were victims of state racist policies, and the challenge of feminism to patriarchal power and privilege. Included are notes, photographs, an index, and an extensive bibliography. (SAS)

ED 422 150 RC 021 628

Boethel, Martha; Dimock, K. Victoria; Hatch, Lin; Adams, Sharon, Ed.; Heath, Marilyn, Ed.
Putting Technology into the Classroom: A Guide for Rural Decision Makers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Change Strategies; *Computer Uses in Education; Distance Education; *Educational Planning; Elementary Secondary Education; Information Sources; Internet; *Rural Schools; School Administration; School Districts
IDENTIFIERS- *Technology Integration; *Technology Plans

This guide is intended for superintendents and central office staff in small, rural school districts who are considering ways of using technology in the classroom. It provides information about why technology is worth the trouble and what it can accomplish, lays out the basic issues and tasks involved in integrating technology into classroom instruction, and points to other necessary resources. Sections of this guide cover: (1) the benefits of computers, the Internet, and other technology for students and teachers; (2) the minimum that an administrator should know about technology; (3) where to start with regard to building interest and support and initiating a formal planning process for technology integration; (4) development of a technology plan (establishing a planning committee, forming an instructional vision, auditing current resources); (5) components of a good technology plan; (6) covering technology costs and finding new funds; (7) ongoing staff development and training; (8) assuring equitable technology access for students and teachers; (9) how to get troubleshooting help; (10) how to keep systems up-to-date; and (11) the most common pitfalls in technology planning and use and how to avoid them. Sections contain references and additional resources, many of which are available on the World Wide Web. (SV)

ED 422 151 RC 021 629

Young, Deidra J.
Characteristics of Effective Rural Schools: A Longitudinal Study of Western Australian Rural High School Students.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; *Science Education; Tests
IDENTIFIERS- Middle School Students; *South Africa; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international study of mathematics and science achievement ever undertaken with more than 500,000 students in 41 countries being tested in mathematics and science at three different year levels. South Africa is the first country in Africa to have participated in and successfully completed such a comprehensive international survey in science and mathematics education. This report provides detailed information about TIMSS and highlights the results of the performance of middle school students in the Free State Province of South Africa. (Contains 12 references.) (ASK)

ED 422 171 SE 061 705

Howie, Sarah, Ed.
Mathematics and Science Performance in the Middle School Years in the Northern Cape Province of South Africa. The Performance of Students in the Northern Cape Province in the Third International Mathematics and Science Study (TIMSS).
PUB DATE- 97
NOTE- 33p.; For other documents in this series, see SE 061 703-707, and ED 421 368.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; *Science Education; Tests
IDENTIFIERS- Middle School Students; *South Africa; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international study of mathematics and science achievement ever undertaken with more than 500,000 students in 41 countries being tested in mathematics and science at three different year levels. South Africa is the first country in Africa to have participated in and successfully completed such a comprehensive international survey in science and mathematics education. This report provides detailed information about TIMSS and highlights the results of the performance of middle school students in the Northern Cape Province of South Africa. (Contains 12 references.) (ASK)

ED 422 172 SE 061 706

Howie, Sarah, Ed.
Mathematics and Science Performance in the Middle School Years in the Mpumalanga Province of South Africa. The Performance of Students in the Mpumalanga Province in the Third International Mathematics and Science Study (TIMSS).
PUB DATE- 97
NOTE- 37p.; For other documents in this series, see SE 061 703-707 and ED 421 368.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

major instruments used in the recording, length, tempo, type of selection, key or mode, meter, repetitions of selection, and melodic form. Suggestions for use are given for the teacher. (EH)

ED 422 194 SO 028 526

Boyer, James B.; Baptiste, H. Prentice, Jr.
Transforming the Curriculum for Multicultural Understandings: A Practitioner's Handbook.
PUB DATE- 96
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; Guidelines; Higher Education; *Multicultural Education; *Preservice Teacher Education; Teacher Education

This book's basic premise is that present demographics suggest concepts of inclusion and cultural reflection are essential to any academic endeavor. Teachers and future teachers need to be aware of the emergence of multicultural education and how that plays out in the classroom. The volume presents a historical overview of the concept and stresses the need for greater awareness. The book contains 13 chapters, an introduction, and an epilogue entitled "That's a Good Idea, But...". Chapter titles include: (1) "Rationale for a Multicultural Curriculum"; (2) "Historical Look at the Emergence of Diversity"; (3) "A Transformation of the Curriculum"; (4) "Boyer's Stages of Ethnic Growth"; (5) "Institutionalizing a Multicultural Curriculum"; (6) "Baptiste's Typology of Multiculturalism"; (7) "Moving the Environment toward Multiculturalism"; (8) "Cross-Racial, Cross-Ethnic Teaching and Learning"; (9) "Critical Issues for Practitioners"; (10) "Relationships of Poverty and Learning"; (11) "Instruction with a Multicultural Philosophy"; (12) "Diversity Issues in Educational Research"; and (13) "Questions about Multicultural Education." The book concludes with a four appendices: (1) "The King Holiday"; (2) "Administrator's Checklist"; (3) "Boyer's Elementary-Secondary Inventory"; and (4) "Basic Administrative Competencies" and an extensive bibliography. (EH)

ED 422 195 SO 028 540

Manning, Maryann; Manning, Gary; Long, Roberta
The Theme Immersion Compendium for Social Studies Teaching.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Elementary Education; Instructional Materials; Interdisciplinary Approach; Junior High Schools; Middle Schools; *Social Studies; Teaching Methods; *Thematic Approach; *United States History

This resource book is intended for teachers using a thematic immersion approach to social studies instruction. Broad categories addressed include: (1) conflict; (2) settlement of the United States; (3) global awareness; and (4) cultural diversity within the United States. Chapter 1 provides a brief overview of the theme immersion process. Chapters 2 through 5 offer suggestions and resources for studying each broad topic. Appendices suggest additional ideas, resources, and forms of

I. M. Pei, Diego Rivera (obituary), Norman Rockwell (obituary), Andy Warhol (obituary), and Frank Lloyd Wright (obituary). (RJC)

ED 422 218 SO 029 033

Lindquist, Tarry
Ways that Work: Putting Social Studies Standards into Practice.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Citizen Role; *Citizenship; Civics; Global Education; *Interdisciplinary Approach; *Language Arts; Multicultural Education; Secondary Education; Social Sciences; *Social Studies; *Standards; Thematic Approach; Writing Across the Curriculum

This book presents a collection of ideas about how social studies and language arts can be combined to promote learning and to create an active, informed citizenship for the 21st century. Chapter titles include: (1) "By the Book: Learning History beyond the Text"; (2) "A Place at the Table: Investigating Global Issues in a Day"; (3) "Across the United States: Creating a Collegial Classroom Community"; (4) "Trade Fair: Orchestrating a One-Period Peak Experience"; (5) "Cooperative Biographies: Focusing on Reading, Research, Writing, and Responsibility"; (6) "Bridges to Other Cultures: Infusing Cultural Studies across the Curriculum"; and (7) "Constitutional Visions: Connecting the Constitution, Kids, Science, Civics, and Social Studies." (EH)

ED 422 219 SO 029 039

Little, Sue C.
Mexico: Land of Contrasts. Fulbright-Hays Summer Seminar Abroad 1997 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Geography; Global Education; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Social Studies
IDENTIFIERS- *Latin American Studies; *Mexico

This paper outlines a unit of study on Mexico for students in grades 5-10 but can be adapted to other grade levels. Background information on significant events in Mexican history is presented. Activities are suggested along with recommendations for continuing study of Mexican history and an examination of Mexico today. Suggestions for discussion and activities focus on the concept of cultural universals as basic components that all cultures have. (EH)

ED 422 220 SO 029 044

Socha, Donald E.
Perspectives on the Mexican Education System: Prejudices,

Literature; Interdisciplinary Approach; *Literature; *Multicultural Education; North American Literature

This essay shows how the construction of literature curricula and the study of literature can contribute to civic education. The paper describes the anti-civic forces now at work in literature programs in U.S. schools and explains why these forces exist. The report suggests how literature programs can strengthen the underpinnings of a constitutional democracy centered on individual rights and a concept of personal responsibility. The programs can combat the anti-civic forces while at the same time honoring the essence of literary study, which is the teaching of literature as literature. The paper uses chiefly U.S. and British literary works to illustrate the suggestions but advocates educators in other countries use literature of their countries to support civic education and clarify civic education goals. (EH)

ED 422 243 SO 029 138

Parker, Franklin; Parker, Betty J.
Educational Philanthropist George Peabody (1795-1869) and First U.S. Paleontology Professor Othniel Charles Marsh (1831-99) at Yale University.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Archaeology; College Faculty; *College Instruction; Dinosaurs; Donors; Educational Finance; Endowment Funds; Evolution; Higher Education; *Paleontology; *Philanthropic Foundations; Private Financial Support; United States History
IDENTIFIERS- *Peabody (George); Yale University CT

This paper describes the lives and contributions of George Peabody and his nephew Othniel Charles Marsh. Marsh influenced his uncle's gifts to science and science education, particularly in the founding of the Peabody Museum of Archaeology and Ethnology at Harvard, the Peabody Museum of Natural History at Yale, and the Peabody Academy of Science, now the Peabody Essex Museum, at Salem, Massachusetts. The paper deals with the relationship of these two men and the achievements of their lives. George Peabody became one of the most noted educational philanthropists of the 19th-century, founding numerous educational libraries and museums. O. C. (Othniel Charles) Marsh became a Yale professor of paleontology, director of Yale's Peabody Museum of Natural History, president of the National Academy of Sciences (12 years), and a noted researcher prominent in national science affairs. (EH)

ED 422 244 SO 029 139

Lad, Kaetlyn; Thompson, Jay C.; Walter, James K.
Analyses of Perceptions of Curriculum Directors Regarding Gender Equity Inservice in Wisconsin, Massachusetts, and Texas.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 422 268   SP 037 546

Persichitte, Kay A.; Tharp, Donald D.; Caffarella, Edward P.
The Use of Technology by Schools, Colleges and Departments of Education, 1996.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, DC.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; Faculty; Higher Education; Internet; *Preservice Teacher Education; *Technology
IDENTIFIERS- *Technology Utilization

Access to technology and the effective use of technology within schools, colleges, and departments of education (SCDEs) provide future teachers with the tools to meet the challenges of the classroom. As a part of the AACTE/NCATE Joint Data Collection Survey, 466 SCDEs participated in a technology survey. The results of the survey are reported in this paper in two sections. The first section analyzes the Innovation Component Configuration Maps (ICCMs), resulting in three categories concerned with student use of technology, faculty use of technology, and institutional capacity. The second section describes and analyzes the last five items of the survey: SCDE student access to computers, description of infrastructure and reported levels of use, technology funding for SCDEs, SCDE faculty/administration computers, Internet connections and required computer purchase, and full-time SCDE students and faculty. The report concludes that there is use and potential use of technologies within SCDEs, but that there are some areas for improvement: too few students are expected to use technology to share information in the campus classroom settings and most students do not use SCDE Web sites to obtain assignments. The study contains 18 figures in section one and 9 graphs and 10 tables in section two. An appendix contains the SCDE Technology Survey. (Contains 17 references.) (SPM)

ED 422 269   SP 038 053

Hirabayashi, Lane Ryo, Ed.
Teaching Asian America: Diversity and the Problem of Community.
PUB DATE- 98
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Activism; *Asian Americans; College Students; Community Colleges; Course Content; *Diversity (Student); Feminism; Filipino Americans; Higher Education; Homosexuality; Instruction; Instructional Films; Literature; Males; *Multicultural Education; Politics of Education; Vietnamese People
IDENTIFIERS- Asian American Students; *Asian American Studies; *Critical Pedagogy; Indian Americans; Psychological Influences; Psychosocial Factors

This collection of essays examines the wide range of approaches and emphases within the teaching of Asian American Studies (AAS), offering constructive insights into the tensions between diversity and community and into the different dimensions of AAS. After an introduction by L. R. Hirabayashi, the anthology

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; *Athletes; *Athletics; Budgeting; College Faculty; College Students; Higher Education; Legal Responsibility; Parent School Relationship; Personnel Selection; Public Relations; Scheduling
IDENTIFIERS- *Athletic Directors; Support Personnel

This book examines the duties assigned to athletic directors, offering successful strategies for achieving them and materials to make their jobs easier (e.g., sample memos, letters, forms, and charts for interacting successfully with coaches, students, administrators, and parents). Section 1 discusses the director's work with student athletes and the balance between academics and athletics, noting the importance of communicating eligibility standards, training rules, and athletic codes. Section 2 discusses challenges with hiring, motivating, informing, supervising, and evaluating coaches. Section 3 discusses working with parents as allies in developing and maintaining successful programs. Sections 4 and 5 address the complicated, controversial tasks of developing schedules for practice and competition and administering the departmental budget. Section 6 examines the athletic director as a school administrator, providing strategies for working cooperatively with other departments, promoting school spirit, and broadening the visibility and impact of athletics. Section 7 discusses strategies and provides materials for maintaining effective public relations and for establishing relationships with local stake organizations. Section 8 discusses a process for responding to immediate and unanticipated legal issues. Section 9 examines ancillary issues such as working with cheerleaders, team physicians, commercial recruiters, booster clubs, and national organizations. Section 10 discusses finding and working with support staff (announcers, ticket takers, crowd control personnel, security guards, equipment managers, contest officials, and secretarial and custodial staff). (SM)

ED 422 287   SP 038 077

Ryder, Verdene; Smith, Peggy B.
Human Sexuality: Responsible Life Choices.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; Adolescent Development; Adolescents; Adoption; Birth; Comprehensive School Health Education; Decision Making; Early Parenthood; Family Planning; Health Promotion; High School Students; High Schools; Interpersonal Relationship; Pregnancy; Reproduction (Biology); Secondary Education; Secondary School Teachers; *Sex Education; Sex Role; Sex Stereotypes; Sexual Abuse; Sexual Harassment; *Sexuality; *Student Behavior
IDENTIFIERS- Risk Reduction; Sexually Transmitted Diseases

This book provides a complete course in human sexuality. It can also be used to supplement a family living course. Text content provides current information for teaching high school students about sexuality issues. The text offers basic information on growth and development, sexual development, pregnancy, and helped them implement cooperative learning. Data analysis indicated that teacher beliefs and practices changed, but relatively little. The participants believed in cooperative learning before the study began. As the year progressed, they used it more often, were more confident in their practices, and were clearer about which teaching method and relevant classroom management techniques to use at any given time. Teachers' beliefs, more than theories, affected their choices regarding grouping of students, pedagogy, and classroom management. At times, teachers made choices about handling student behavior that seemingly contradicted what they were trying to do in terms of supporting student growth toward greater independence. The paper defines several relevant terms (cooperative learning, peer tutoring, cooperative structures, and collaborative learning), explaining how they help students become independent. It also examines levels of independence; different purposes and applications of cooperative learning; power, equality, and cooperation; critical thinking; and three essentials of cooperative learning. (Contains approximately 123 references.) (SM)

ED 422 305   SP 038 097

Trimble, Susan; Rottier, Jerry
Assessing Team Performance.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation Methods; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Leadership; Middle Schools; Secondary School Teachers; *Teacher Collaboration; *Teamwork
IDENTIFIERS- *Team Assessment

Interdisciplinary middle school level teams capitalize on the idea that the whole is greater than the sum of its parts. Administrators and team members can maximize the advantages of teamwork using team assessments to increase the benefits for students, teachers, and the school environment. Assessing team performance can lead to high performing teams and public documentation of the benefits for students. By documenting the benefits for students, teachers, and schools, team assessments can justify the cost of common planning time for teachers and other staff members. Principals play a key role in the assessment process. Other key participants are team leaders, team members, and parents. Team assessment tools measure the current state of how the team works together and what the team produces. Assessments follow seven steps: determine the criteria of best practices, choose the assessment tool, collect data, determine discrepancies, target areas for improvement, set goals, and monitor and adjust. There are several categories of instruments used to assess team performance, including student achievement, student welfare, team effectiveness, team meeting, team process, and team leadership. The five appendixes offer: (1) the Team Effectiveness Critique for gauging team members' perceptions of 10 dimensions of caring, (2) the Team Process Inventory, (3) the Team Meeting Observation Form, (4) the Team Process Instrument, and (5) Team Leaders Metaphors (which generates discussion among team leaders in focus groups). (SM)

*Educational Research; Elementary Secondary Education; Federal Aid; *Federal Government; *Financial Support; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; Teaching Conditions; *Teaching (Occupation)
IDENTIFIERS- Teacher Knowledge; *Teaching Research

In the last 2 decades, federally-funded research has contributed much to the understanding of teaching and learning and the critical nature of teachers' subject-matter knowledge and ability to translate academic content into effective learning activities for students of different developmental levels and backgrounds. Research findings have contributed to the development of standards for beginning teaching and accomplished practice. This paper identifies some of the principal advances leading to this understanding. Information comes from literature reviews and from interviews with leaders in research and with those who use research to improve educational practice. The report provides policymakers and others with information to help them assess the impact of relatively recent appropriation of federal educational research funds. It also helps policy officials make informed choices about the future investment of federal dollars for research on teaching. The report addresses four principal topics on which federal research investment has been concentrated and to which it has made a substantial contribution: (1) understanding teaching and learning, (2) designing and implementing more effective teacher preparation programs, (3) understanding how to support practicing teachers, and (4) creating productive school and policy environments for teaching and learning. (SM)

ED 422 324 SP 038 120

Galvez-Martin, Maria Elena; Bowman, Connie
Reflection and the Preservice Teacher.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; *Journal Writing; Preservice Teacher Education; *Reflective Teaching; Student Journals; *Student Teachers; Tables (Data); *Thinking Skills
IDENTIFIERS- *Reflective Thinking

This study analyzed 42 preservice teachers' reflection levels during their Master of Education program. Participants completed three types of reflective journal writing (reflections on selected readings, class discussions, and early field and student teaching experiences). The 21 control students received a 30-minute orientation that provided guidelines for writing class journals. For the field journals, control students were told to reflect on any event and explain what had happened, how they handled it, and how it could have been improved. The 21 experimental students received a 3-hour orientation that included detailed discussion on reflective thinking and practice, cognitive processes, the importance of reflection, and reflective theory. They completed four reflective teaching lessons and received guided questions for their reflection in class journals. They were given guidelines for reflection in their field journals that were much more detailed than the guidelines given to the control students. All students handed in their class journals and reading journals

Typological Approach" (H. Schottke, M. Bartram, and K. H. Wiedle); (9) "Psychometric Issues in Learning Potential Assessment" (K. Sijtsma); (10) "The Dynamic Testing of Restructuring Tendency" (A. H. Pennigns and N. D. Verhelst); (11) "Measuring Inductive Reasoning Skills: The Construction of a Learning Potential Test" (W. C. M. Resing); (12) "Learning Potential Tests with Domain-General and Domain-Specific Tasks" (J. Tissink, J. H. M. Hamers, and J. E. H. van Luit); (13) "The Snijders-Oomen Nonverbal Intelligence Tests: General Intelligence Tests or Tests for Learning Potential?" (M. G. P. Hessels and J. H. M. Hamers); (14) "A Learning Potential Test for Ethnic Minorities" (M. G. P. Hessels and J. H. M. Hamers); (15) "Learning Potential Assessment from a Cross- Cultural Perspective" (F. J. R. van de Vijver); (16) "Learning Potential, Personality Characteristics and Test Performance" (J. Meijer); and (17) "Learning Potential Assessment: Epilogue" (J. H. M. Hamers and K. Sijtsma). Each chapter contains references. (Contains 48 figures and 37 tables.) (SLD)

ED 422 342 TM 028 889

Strickland, Kathleen; Strickland, James
Reflections on Assessment: Its Purposes, Methods & Effects on Learning.
PUB DATE- 98
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Definitions; *Educational Assessment; Educational Practices; *Elementary School Teachers; *Evaluation Methods; Grading; Intermediate Grades; *Middle Schools; Political Influences; Secondary Education; *Secondary School Teachers; Standards; Student Evaluation; *Test Use
IDENTIFIERS- Middle School Teachers; *Student Centered Assessment

This book gives middle school and secondary school teachers a comprehensive look at assessment, from definitions and history to practical suggestions and political implications. It explores the theory behind student-centered assessment and examines practical strategies teachers can use to bring about student-centered assessment in an educational system still based on behaviorist principles. Classroom examples are integrated throughout to help teachers in teaching, grading, communication with parents, and presentations of ideas to other teachers and school boards. These examples show teachers who use a variety of strategies to drive curriculum and achievement while still assessing and evaluating within the constraints of district and state mandates and grading students in a way that is consistently with student-centered. The following chapters are included: (1) "Introduction"; (2) "Assessment Drives Instruction" (3) "Strategies for Assessment and Evaluation"; (4) "Portfolios"; (5) "Grading: The Square Peg in the Round Hole"; (6) "Teachers Aren't the Only Players"; and (7) "Standards and Standardization: The Politics of Assessment and Evaluation." (Contains 27 figures and 111 references.) (SLD)

ED 422 343 TM 028 890

Atwell, Nancie
In the Middle: New Understandings about Writing, Reading, and Learning. Second Edition.

NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; Cooperative Learning; Educational Practices; Educational Research; Elementary Secondary Education; *Learning Strategies; *Mathematics Instruction; *Reading Instruction; Tables (Data); Teaching Methods; *Writing Instruction

This book assists teachers to understand why basing instructional practices on cognitive theories of instruction can better prepare students to become strategic learners. The volume synthesizes and distills findings from current research and identifies instructional components that enable teachers to implement strategy instruction in the basic skill areas of reading, writing, and mathematics. It also indicates how classroom resources can be selected and used to support the use of cognitive strategies. Following an introduction to the use of cognitive strategies, in chapter 1, "Designing Educational Programs for Thoughtful Learning: The Promise of Cognitive Strategy Instruction," chapters 2 through 4 review the instructional components for implementing cognitive based reading, writing, and mathematics instruction, and indicate the features of classroom media and materials that support these activities. Chapter 2 is titled "Guiding Students To Develop Strategic Reading Capabilities," and chapter 3 is titled "Communicating and Learning through Writing." Chapter 4 is titled "Cognitive-based Principles for Teaching Mathematics--A Problem-Solving Perspective." Chapter 5, "Developing Students' Strategic Learning Capabilities through the Application of Collaborative Learning Methods," presents a discussion of collaborative learning methods such as peer tutoring and cooperative learning that often enhances strategic learning capabilities. Four appendixes present examples of methods designed to increase strategic reading capabilities, composition instruction, approaches designed to enhance problem solving capabilities, and collaborative learning methods. (Contains 31 figures, 7 tables, and numerous references.) (SLD)

ED 422 361 TM 028 917

Hester, Hilary; Ellis, Sue; Barrs, Myra
Guide to the Primary Learning Record.
PUB DATE- 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Bilingual Education; Bilingual Students; Elementary Education; English; Foreign Countries; Language Arts; *Literacy; Mathematics; *National Curriculum; Parent Teacher Conferences; *Recordkeeping; Sciences; *Student Evaluation; *Student Records
IDENTIFIERS- England; Primary Language Record; *Primary Learning Record

This book is a teachers' guide to the "Primary Learning Record." The "Primary Learning Record" is a development of the "Primary Language Record," which has provided teachers with strong on the lines represent the nature of the relations. Concept maps have been used to assess students' knowledge structures, especially in science education. Two concept mapping techniques, constructing a map and filling in a map that has been started were compared to see if the mapping techniques can be considered equivalent, whether the fill-in-the-map techniques are sensitive to the nodes selected to be completed, and whether the fill-in-the-map scores are sensitive to the linking lines selected to be filled-in. Participants were 152 high school chemistry students in 7 classes taught by 2 teachers. On three occasions students constructed or filled in maps as directed. The fill-in (skeleton) map scores were not sensitive to the sample of nodes or linking lines to be filled in. Fill-in-the-nodes and fill-in-the-lines are not equivalent forms of fill-in-the-map, but further research is needed to determine which of these forms provides more accurate information. Results suggest that both mapping techniques are tapping somewhat similar, but not identical, aspects of students' understanding. Construct-a-map scores more accurately reflect the differences across students' knowledge structures, and the relationship between scores from the multiple-choice test and both mapping techniques confirms that the mapping techniques are not equivalent. (Contains 6 tables and 15 references.) (SLD)

ED 422 379 TM 028 941

Bong, Mimi
Effects of Scale Differences on the Generality of Academic Self-Efficacy Judgments.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For a related paper, see TM 028 967.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *High School Students; High Schools; *Mathematics Achievement; Multitrait Multimethod Techniques; *Self Efficacy; Urban Schools; Urban Youth; *Verbal Ability
IDENTIFIERS- *Academic Self Concept; Motivated Strategies for Learning Questionnaire

Two of the most widely used academic self-efficacy assessment techniques, problem-referenced measurement and the Motivated Strategies for Learning Questionnaire (MSLQ) were compared. Participants were 383 high school students from 4 Los Angeles (California) schools. Multi-trait multi-method analyses revealed that the two techniques were not measuring exactly the same thing. In particular, students' responses became more uniform in each school subject as the assessment procedures referred to more global events than specific problems. The two techniques also differed in generality. The relationship between students' verbal and mathematics self-efficacy perceptions was noticeably stronger with the problem-referenced technique than with the MSLQ. (Contains one table, three figures, and six references.) (Author/SLD)

ED 422 380 TM 028 942

Lai, Morris K.; Matsumoto, Annette N.; Young, Donald B.; Dougherty, Barbara J.
A Norm-Referenced, Performance-Based Mathematics Test Proves To

*Teachers

Research on the concept of teacher efficacy spans over 20 years, but much remains to be learned. Although precise definitions of the concept have always been problematic, in general, teacher efficacy is defined as teacher's belief or conviction that they can influence how well students learn (T. Guskey and P. Passaro, 1994). Efforts to clarify the definition of teacher efficacy are sometimes clouded by similar or related constructs. It is suggested that the only major difference between perceptions of efficacy and responsibility is in the tense of the items used in the measure, with efficacy representing projected potency and responsibility being an attribute directed toward the past. From the earliest research, teacher efficacy has been considered to have two dimensions, sometimes suggested to be outcome expectations and efficacy expectations. Others have interpreted the dimensions as personal efficacy and teaching efficacy. Guskey and Passaro (1994) have found the two dimensions to be: internal, the extent that teachers believe that they, and other teachers, have the influence and impact on student learning; and external, a dimension that measures teachers' perceptions of the influence and control of factors outside the classroom. This distinction is not the same as locus of control, because these two factors operate fairly independently. Researchers have identified other factors that may be equally powerful and important, and these remain to be studied in detail. (Contains 16 references.) (SLD)

ED 422 397 TM 028 959

Crehan, Kevin D.; Hudson, Rhoton
A Comparison of Two Scoring Strategies for Performance Assessments.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Constructed Response; Cost Effectiveness; *Elementary School Students; Grade 5; Intermediate Grades; Models; *Performance Based Assessment; Reliability; *Scoring; *Writing Tests
IDENTIFIERS- Scoring Rubrics

The aim of this study was to explore a method of improving the objectivity, reliability, and efficiency of scoring performance assessments that involve constructed written responses. Millman (1997) has suggested an alternative to using model responses at each score category. The proposed strategy, hypothesized to increase scorer reliability and cost effectiveness, would model answers judged to be halfway between the score categories. This paper reports on a small study designed to compare a scoring method using model responses at each category to a variation of Millman's suggested alternative. Existing student responses to a fifth grade reading prompt from a large school district's assessment program were used. Twenty volunteers (graduate students) served as raters, and 200 responses to the same prompt were divided into 5 groups of 40 responses. Two raters from each scoring group scored the same 40 papers, allowing the comparison of 2 scores for each response under each scoring condition. No differences were detected between the scoring methods. This may be due to the difficulty of obtaining peers, substance abuse and involvement continue to touch the lives of millions of African American youth. This Substance Abuse Resource Guide for prevention specialists, educators, parents, and others was compiled from a variety of publications and represents the most current information to date. It is not an all-inclusive listing of materials on this topic. The first section lists 11 prevention materials, which include fact sheets, booklets and brochures, and classroom materials. The second section presents 28 abstracts of studies, articles, and reports related to young African Americans and substance abuse. The third section lists 24 groups, organizations, and programs that provide information and services for young African Americans, and the final section lists 20 Internet access sites, some of which are federal, that provide information about African Americans and substance abuse. (SLD)

ED 422 415 UD 032 471

Miller, Andrea B., Ed.
Hispanic/Latino Americans. Substance Abuse Resource Guide.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; High Risk Students; *Hispanic Americans; Inner City; Internet; Program Development; Resource Materials; *Resources; Risk; *Substance Abuse; *Urban Youth
IDENTIFIERS- *Latinos

Studies have shown that many Hispanic/Latino youth can be considered at high risk for substance abuse problems. The rapidly increasing numbers of Hispanic American youth and the multiple antecedent risk factors suggest that substance abuse prevention must be a leading priority in the Hispanic/Latino communities. Information is a primary tool in understanding the nature of substance abuse problems and effective prevention. This Resource Guide provides information and referrals to help prevention specialists, educators, and community leaders better meet the needs of the Hispanic/Latino community. The first section lists 25 prevention materials, ranging from brochures for adults to classroom materials. Many are available in Spanish. The second section contains abstracts of 61 studies, articles, and research reports on prevention and treatment and prevalence and patterns of use. The third section lists 28 organizations, groups, and programs that can provide information or assistance. The final section lists 20 Internet access sites, some maintained by the Federal Government, where information can be obtained about Hispanic Americans and substance abuse. (SLD)

ED 422 416 UD 032 472

Owtrakul, Vipapan, Ed.; Miller, Andrea B., Ed.; Riccio, Robert J., Ed.
Asian and Pacific Islander Americans. Substance Abuse Resource Guide.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

students who are financially trapped in failing inner-city public school systems. (Contains 12 references.) (SLD)

ED 422 432 UD 032 492

Hrabowski, Freemen A., III; Maton, Kenneth I.; Greif, Geoffrey L.
Beating the Odds: Raising Academically Successful African American Males.
PUB DATE- 98
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Students; College Students; Engineering; Fathers; High Achievement; Higher Education; *Males; Mothers; Parent Child Relationship; *Parent Influence; *Performance Factors; Scholarships; Sciences
IDENTIFIERS- *African Americans; *University of Maryland Baltimore County

This book on African American males presents the first step in an ongoing exploration of the relationship between parenting and academic achievement among African American children. Subjects of the study were high-achieving members of the Meyerhoff Scholars, young African Americans distinguished for their achievement. The Meyerhoff Scholar program was created at the University of Maryland, Baltimore County for talented African American students interested in research careers in science and engineering. Interviews with 47 male Meyerhoff Scholars, 38 mothers, and 29 fathers gathered information about these academically successful young men. Chapter 1, "Successful African American Males and Their Families," sets the context for the book, and chapter 2, "Father-Son Relationships: The Father's Voice," shows the significant role fathers have played in the development of these students. Chapter 3, "Mother-Son Relationships: The Mother's Voice," explores the roles of mothers and the investment they have in their sons. In chapter 4, "The Son's Perspective," and chapter 5, "Parenting and Educating for Success in Math and Science: From Early Childhood to College," the emphasis is on the sons and their achievements. Chapter 6, "Parenting African American Males for the Twenty-first Century: What We Have Learned," offers specific advice and guidance on essential strategies for effective parenting: (1) child-focused love; (2) strong limit setting and discipline; (3) continually high expectations; (4) open, consistent, and strong communication; (5) positive racial identification and positive male identification; and (6) drawing on community resources. The voices of these successful students are heard throughout the book, and they provide the most effective evidence of the importance of this approach. (Contains 195 references.) (SLD)

ED 422 433 UD 032 493

Gittell, Marilyn J., Ed.
Strategies for School Equity: Creating Productive Schools in a Just Society.
PUB DATE- 98
NOTE- 257p.; Foreword by Alison Bernstein.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Charter Schools; *Educational Change; Educational Finance; Elementary Secondary Education; *Equal Education;

three analyses performed was that attitudes toward the use of violent and aggressive behavior and actual use of violence and aggressive behavior seems to increase with age, with the effect being stronger for attitudes than actual behavior. One analysis suggested no correspondence in the boys' actual attitudes and behaviors and the way they behaved in the after school groups, suggesting that the use of violent and aggressive behavior is context specific. Ratings by group leaders were not affected by family environment, exposure to violence in the community, peer relationships, or age. Findings from a second analysis strongly support an ecological-developmental perspective, as all factors except positive peer relationships had a highly significant impact on self-control. Family structure improved self-control, family arguments decreased self-control, and exposure to community violence decreased self-control. Peers, exposure to community violence, and family arguments significantly affected the boys' actual use of aggressive and violent behavior. The boys lived in five different areas of the city, suggesting that socialization in any single neighborhood was not responsible. Multivariate analyses reveal that the most important factors affecting self-control were family arguments and age, while the most important factors affecting aggressive and violent behavior were peer relationships and family arguments. The findings suggest that programs designed to reduce violent behavior may be more effective if they include parents. An appendix describes the measures used in the study. (Contains 4 tables and 14 references.) (SLD)

ED 422 449   UD 032 509

Zullinger, Chip; Mentavlos, Marian
Support Programs for At-Risk Youth.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Mentors; Middle Schools; *Nontraditional Education; Parent Participation; Program Descriptions; Program Implementation; School Districts
IDENTIFIERS- *Charleston County School District SC

This document describes programs that provide support for at-risk students in the various schools of the Charleston (South Carolina) school district. The 12 elementary schools implement a variety of approaches in their programs, from teachers providing mutual support to programs targeting specific curriculum areas, such as reading programs or programs focusing on mathematics. A number of the schools have programs designed to increase parent involvement in the school or in the child's school work. Some of the programs are implementations of widely used models like Reading Recovery, and others have been developed for the individual school community. The five middle schools implement academic programs and programs designed to teach life skills or help with interpersonal relationships. Mentoring programs and conflict resolution initiatives are found in several of the middle schools. The five high schools have a variety of academic assistance, basic skills, peer mediation, and attitude change programs. The district has four alternative schools targeting at-risk students through a variety of approaches. In addition, there are many districtwide programs, grouped into the areas of: (1) curriculum and instruction; (2) pupil personnel services; (3) specially funded

Caucasian-American, 17 Hispanic-Americans, 13 Native-Americans, 7 Asian-Americans, 44 "other," and 62 participants with a combination of racial backgrounds. The age groups were compared regarding: (1) their level of awareness about and attention to the ratings, (2) their understanding of the ratings and their ability to interpret them correctly, (3) their attitudes toward the ratings, and (4) their disposition to use the ratings information in considering program options. The findings indicated that age and parental mediation were the most significant predictors of attention, attitudes, and use of the ratings. Gender, socioeconomic status, and ethnicity were not key elements in understanding the responses of young people. Fourth graders claimed to have more positive attitudes, pay more attention to, and use the ratings more than either the eighth or tenth graders. However, the fourth graders were least likely to correctly identify the ratings' age-specific meanings. Overall, young people had low interest in, marginally positive attitudes for, and only partially correct understanding of the ratings, and they had little use of the ratings for program selection. (Contains 31 references.) (Author/KB)

ED 422 100 PS 026 795

Kammerer, Ann
Conflict Management: Action Research.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Conflict Resolution; *Elementary School Students; Intermediate Grades; Interpersonal Competence; Peer Relationship; Problem Solving; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Conflict Management; Peer Mediation

This study examined the use of Conflict Managers, a program teaching students communication skills and the ways to apply these skills to resolve their own conflicts. Participating were 33 fourth and fifth graders from middle class families and with varying academic abilities. Of the participants, 23 were Caucasian, 4 Asian-American, 1 African-American, and 6 Hispanic-American. All students spoke English as a first language. Twelve students' parents were divorced. The Conflict Managers program was comprised of 4 weeks of training, in which students took a pre- and posttest, participated in group activities dealing with perspective-taking, nonverbal communication, the mediation process, "I-messages," and problem-solving practice. Teaching methods included role play, homework, and lunch meetings. Students were on duty as Conflict Managers in red vests or shirts, readily identifiable by classmates. The posttest findings indicated that following the training, students showed greater understanding of conflict as natural and potentially positive. Resolutions were obtained to 40 out of 46 conflicts; however, not all of the resolutions were positive. Findings suggest that additional training was needed to assist students in developing better resolutions. Although some students did receive additional training in listening skills, conflict styles, and problem identification, the impact of this training had not yet been determined. (Contains 17 references.) (KB)

ED 422 101 PS 026 796

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Change Strategies; Constructivism (Learning); *Grade 7; Junior High School Students; Junior High Schools; Metacognition; *Student Journals; *Student Projects; Teaching Methods; *Transfer of Training
IDENTIFIERS- Graphic Organizers; Middle School Students; Semantic Webbing; Teacher Journals; Venn Diagrams

The difficulty students have in transferring what they have learned to "real life" situations is emerging as a major problem. This action research project examined the impact of an intervention to improve transfer of learning by means of student journals and projects, and graphic organizers. Participating in this research were 68 students in seventh grade mathematics and social studies classes in middle or junior high schools; the schools were located in diverse upper middle class suburbs and one diverse lower middle class community. The transfer of learning problem was documented by means of student surveys and journals kept over 3 months, teacher journals, and test grades. A learning survey examined students' application of math and social studies skills, such as figuring out the tip on a restaurant bill or using a road map. The approximately 12-week intervention was comprised of student learning logs/journaling, student projects, and graphic organizers. Evaluation data were collected by means of a learning survey, pre- and posttests, and student and teacher journals. Findings suggested that the most effective indicators of transfer intervention was the student journaling. Test scores were the least effective evaluation tool to indicate transfer. (Appendices include data collection instruments and sample materials. Contains 23 references.) (KB)

ED 422 118 PS 026 829

Kesner, John
The Effects of Secure Attachments on Preschool Children's Conflict Management Skills.
PUB DATE- 98
NOTE- 8p.; Paper presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Comparative Analysis; *Conflict Resolution; *Parent Child Relationship; Peer Relationship; Predictor Variables; *Preschool Children; Preschool Education; Regression (Statistics); Sex Differences; Socioeconomic Status; *Teacher Student Relationship
IDENTIFIERS- Conflict Management; *Security of Attachment; Story Completion

This study examined the relationship between the security of children's attachment relationships to parents and teachers and how children negotiate and manage conflicts. Sixty-six preschool-aged children participated in story completion tasks regarding their attachment relationship with parents and teachers, and in hypothetical situations involving preschool-based conflict. The sample was predominantly African American, with a wide range of socioeconomic groups represented. Forty-five percent of the children came from single parent homes. Security of attachment to parents was determined with the Attachment Story Completion Task (ASCT). A modified version of advisory committee of government officials, health care educators, community service providers, and indigenous people with disabilities, U.S. researchers conducted the project to determine the feasibility of research and training projects for disabled indigenous people in remote, rural Mexican communities. The researchers also looked into continuing to develop a program of information exchange between Mexico and the United States involving experts in the field of rehabilitation and Native peoples. A culturally sensitive survey instrument was developed and administered to 140 indigenous adults and children with disabilities in the Mixteca region. Approximately two-thirds of those surveyed were from rural towns and villages; the remaining one-third were from the city of Huajuapan de Leon. Results indicate great need for physical rehabilitation, employment, health care, emotional support, and education. The majority of adult respondents did not receive an income and had no more than an elementary education; most school-age children with disabilities had no education. All respondents reported no access to local resources or services that could help them with their disability. Even though the majority from each subgroup was unemployed, urban dwellers and men reported higher rates of employment. These findings helped a local grassroots organization to secure funding for the initial steps in development of a comprehensive rehabilitation program. Appendices include graphics illustrating an integrated rehabilitation center, a map of the Mixteca region, the survey instrument, advisory committee letters of support, a congress agenda, three presentations, and a summary of roundtable discussions and recommendations at the First Congress Regarding Disability in the Mixteca (August 1996). (TD)

ED 422 135   RC 021 562

Hazi, Helen M.
The Role of Supervisors in Rural School Reform.
PUB DATE- 98
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Central Office Administrators; Change Agents; Change Strategies; County School Districts; *Educational Change; Educational Research; Elementary Secondary Education; Questionnaires; Rural Education; *Rural Schools; State Legislation; State Regulation; State School District Relationship
IDENTIFIERS- Reform Efforts; *West Virginia

This paper reports the perspectives of county-level supervisors who have been important in advancing state-mandated school reforms in West Virginia. A chronological background on West Virginia school reform from 1982 through 1997 covers legislation related to the "Recht Decision," state reform initiatives, creation of the School Building Authority, and rural opposition to school consolidation. County financial disparities and accreditation indicators are reviewed. The qualitative research was done in two parts: a survey of county-level supervisors in the 55 counties (with 47 respondents) and interviews with 20 county-level supervisors. Three types of

SPONS. AGENCY- Australian Research Council.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Foreign Countries; *High School Students; *High Schools; Longitudinal Studies; *Rural Schools; Rural Urban Differences; *School Effectiveness; Self Concept; Student Attitudes; Teacher Attitudes; Teacher Morale
IDENTIFIERS- *Australia (Western Australia)

This paper reports findings from the first 2 years of a longitudinal study of school effectiveness in Western Australia called the Western Australian School Effectiveness Study (WASES). Creemer's multilevel model of educational effectiveness was used to guide the selection of variables for analysis. Data on the school environment, the classroom learning environment, student background variables, teacher and student self-concept, teacher morale, and science and mathematics achievement were collected twice for each of 849 students in 4 urban, 10 rural, and 7 remote high schools. School effectiveness was defined in two ways: in terms of academic achievement and in terms of teacher morale as a reflection of educational environment. Most of the variation in science and mathematics achievement was explained by student-level variables, particularly socioeconomic status, gender, aboriginality, English-speaking background, and academic self-concept. Virtually no variance in achievement was explained by school-level variables, although some differences among classes may be attributable to differences in teacher characteristics, peer effects, or classroom environment. There were no rural-urban differences in student achievement after controlling for student characteristics and previous achievement. When school effectiveness was defined in terms of teacher morale, effective schools had teachers with higher self-concept, higher levels of teacher supportiveness of students, and more clearly defined mission. (Contains 96 references and 18 data tables and figures.) (SV)

ED 422 152 RC 021 630

Roswal, Glenn M., Ed.; Dowd, Karen J., Ed.; Bynum, Jerry W., Ed.
Including People with Disabilities in Camp Programs: A Resource for Camp Directors.
PUB DATE- 97
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Adapted Physical Education; *Adventure Education; Athletics; *Camping; *Disabilities; Information Sources; *Normalization (Disabilities); Outdoor Activities; Professional Associations; Teaching Methods
IDENTIFIERS- *Outdoor Recreation

Written primarily by camp administrators affiliated with the

DESCRIPTORS- *Academic Achievement; Foreign Countries; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; *Science Education; Tests

IDENTIFIERS- Middle School Students; *South Africa; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international study of mathematics and science achievement ever undertaken with more than 500,000 students in 41 countries being tested in mathematics and science at three different year levels. South Africa is the first country in Africa to have participated in and successfully completed such a comprehensive international survey in science and mathematics education. This report provides detailed information about TIMSS and highlights the results of the performance of middle school students in the Mpumalanga Province of South Africa. (Contains 12 references.) (ASK)

ED 422 173 SE 061 707

Howie, Sarah, Ed.

Mathematics and Science Performance in the Middle School Years in the Eastern Cape Province of South Africa. The Performance of Students in the Eastern Cape Province in the Third International Mathematics and Science Study (TIMSS).

PUB DATE- 97

NOTE- 37p.; For other documents in this series, see SE 061 703-706 and ED 421 368.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Foreign Countries; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; *Science Education; Tests

IDENTIFIERS- Middle School Students; *South Africa; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international study of mathematics and science achievement ever undertaken with more than 500,000 students in 41 countries being tested in mathematics and science at three different year levels. South Africa is the first country in Africa to have participated in and successfully completed such a comprehensive international survey in science and mathematics education. This report provides detailed information about TIMSS and highlights the results of the performance of middle school students in the Eastern Cape Province of South Africa. (Contains 12 references.) (ASK)

ED 422 174 SE 061 710

Howie, Sarah; Hughes, Colleen A.

Mathematics and Science Literacy of Final-Year School Students in South Africa. A Report on the Performance of South African Students in the Third International Mathematics and Science Study (TIMSS).

PUB DATE- 98

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Foreign Countries; *High School Students; High Schools; *Mathematics Education; *Science Education; Tests evaluation. (EH)

ED 422 196 SO 028 558

Butts, R. Freeman
At Last - "A Civics Lesson for All of Us." Working Paper Series in Education.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Citizenship Education; *Civics; Civil Rights; Constitutional Law; Democracy; Elementary Secondary Education; Freedom; Justice; National Standards; Political Science; *Standards

This essay chronicles the move toward national standards in the content areas and examines the civics lessons to be learned from the debates. The paper notes the contradiction found in historically advocating local control and support of schools, moving toward the setting of national education goals and standards with little attention paid to democratic values. This U.S. movement is paralleled by the former communist nations, historically bent on central control of schools with the ideological goal of national unity, embarking on decentralized educational reforms to help prepare their students to move from a command society to political democracy. The paper suggests a need for reexamination of the core values of democracy and questions what civics lessons are being omitted in the present debate. (EH)

ED 422 197 SO 028 559

Butts, R. Freeman
Education for Civitas: The Lessons Americans Must Learn. Working Paper Series in Education.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Citizenship Education; *Civics; Civil Rights; Constitutional Law; Democracy; Freedom; Justice; Political Science; *Standards
IDENTIFIERS- *CIVITAS

This essay explores the various definitions of "civitas" and how those definitions have valuable lessons for people. "Civitas" means both a political community or government, especially as found in a republic, and the kind of citizenship a republic requires. Specifically the paper examines the role of government in education and the role of education in preparing youth for citizenship in a constitutional democratic republic. The essay provides historical examples of the changing roles of citizenship from Thomas Jefferson, Abraham Lincoln, and Robert M. LaFollette, Jr. to Hillary Rodham Clinton. The paper also examines parental rights, vouchers, charter schools, privatization of public schools, and the move toward national standards and tests. The essay is divided into two parts: (1) "Education for Civitas: The Lessons Americans Must Learn"; and (2) "Afterword: The Politics of Educational Reform." (EH)

ED 422 198 SO 028 563

Problems, Possibilities. Fulbright-Hays Summer Seminar Abroad 1997 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cultural Awareness; Educational Research; Elementary Secondary Education; Foreign Countries; Global Education; Higher Education; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Preschool Education
IDENTIFIERS- *Latin American Studies; *Mexico

This paper examines the complex Mexican educational system and how numerous factors influence its success, depending on one's point of reference. Many ideological and subjective judgments are made in this evaluation. Non-compulsory preschool enrollment figures show tremendous growth in the past 25 years, as does the growth in the number of children 6-14 years old attending school. In 1992 the process of educational reform undertook four important movements: (1) decentralization of the system from federal to state control; (2) curricular reform of basic education; (3) in-service teacher retraining courses; and (4) reform of teacher training programs. The paper argues that this reform procedure represents a tendency toward greater democracy, autonomy, and self-rule in the Mexican educational structure and process, but these tendencies have been circumscribed by prejudices within Mexican society. The paper cites the various kinds of prejudices to be found in Mexico, including racism, sexism, nationality, and overpopulation. The potential for Mexico to achieve its educational goals is greater now than ever before in its history, yet the people must address the issues of social injustice in the society. (EH)

ED 422 221   SO 029 045

Trapani, Lisa
Mexico: Challenges and Opportunities in Education in the 21st Century. Fulbright-Hays Summer Seminar Abroad 1997 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 21p.; Accompanying slides are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comparative Education; Cultural Awareness; Foreign Countries; Global Education; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Secondary Education; Social Studies
IDENTIFIERS- *Latin American Studies; *Mexico

This paper introduces students to lesser known and traveled parts of Mexico. The text is intended to accompany a Power Point presentation that traces the trip a Fulbright-Hays group took through Mexico, highlighting places of cultural and historical interest. The paper includes a list of slide notes and realia for each slide to be shared with the class. (EH)

DESCRIPTORS- *Attitude Measures; *Attitudes; Educational Research; Elementary Secondary Education; *Equal Education; Inservice Education; Inservice Teacher Education; *Justice; *Opinions; Public Schools; Sex Bias; Sex Fairness; Surveys; Womens Studies
IDENTIFIERS- Massachusetts; Texas; Wisconsin

This study examines the perceptions of directors of curriculum and instruction in three regions of the United States: Massachusetts, Texas, and Wisconsin. The purpose was to determine to what extent an effort was made to provide inservice training for teachers, administrators, board members, and community members on issues of gender equity in curriculum offerings in K-12 public schools. A second purpose was to determine future needs to assure gender equity in the classroom. Fifty surveys were mailed to curriculum directors selected at random in the three states. The return rate for each state was 48 percent. The findings of the survey are examined and conclusions drawn about the quality of gender equity inservice education in place and what remains to be done. (EH)

ED 422 245 SO 029 140

Haas, Mary E.
How Did the Radio Change America?
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Cincinnati, OH, November, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Family History; Instructional Materials; *Mass Media; *Mass Media Effects; *Mass Media Use; *Oral History; *Radio; *Social History; Social Studies; United States History

In these lessons students gather information from pictures and by listening to recordings from radio shows of the 1930s and 1940s. Students predict how radio changed people's behaviors and survey older adults about their radio listening habits. Students conclude that radio had a big impact on the lives of people in the past and that it lay the groundwork for television. Students also examine the role of radio today with its low cost and small size that contribute to its modern-day use. The sample questions for students to use in the survey are included in the paper along with procedures and suggestions for evaluation. (EH)

ED 422 246 SO 029 149

Heffernan, Rosie
A Unit Plan on the Issues of Democracy.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; *Democracy; Foreign Countries; Instructional Materials; *Law Related Education; *Political Science; Secondary Education;

is divided into two parts. Part 1, "Embracing Diversities," includes the following essays: (1) "Queer/Asian American/Canons" (D.L. Eng); (2) "Teaching Asian American History" (G.Y. Okihiro); (3) "'Just What Do I Think I'm Doing?' Enactments of Identity and Authority in the Asian American Literature Classroom" (P.A. Sakurai); (4) "The Case for Class: Introduction to the Political Economy of Asian American Communities in the San Francisco Bay Area" (B. Kobashigawa); (5) "Critical Pedagogy in Asian American Studies: Reflections on an Experiment in Teaching" (K. Osajima); (6) "Unity of Theory and Practice: Integrating Feminist Pedagogy into Asian American Studies" (D.C. Fujino); (7) "Contemporary Asian American Men's Issues" (J.W. Chan); (8) "Teaching Against the Grain: Thoughts on Asian American Studies and Nontraditional Students" (R.J.S. Ku); and (9) "Reflections on Diversity and Inclusion: South Asians and Asian American Studies" (M.S. Khandelwal). Part 2, "Reconsidering Communities," presents the following essays: (1) "A Contending Pedagogy: Asian American Studies as Extracurricular Praxis" (L.H.Y. Kang); (2) "Reflections on Teaching About Asian American Communities" (T.P. Fong); (3) "Psychology and the Teaching of Asian American Studies" (R. Liem); (4) "Beyond the Missionary Position: Reflections on Teaching Student Activism from the Bottom Up" (E.W. Wat); (5) "Vietnamese American Studies: Notes Toward a New Paradigm" (C.H. Chuong); (6) "Empowering the Bayanihan Spirit: Teaching Filipina/o American Studies" (E.P. Lawsin); (7) "Building Community Spirit: A Writing Course on the Indian American Experience" (R. Rocher); (8) "Teaching the Asian American Experience through Film" (J. Xing); (9) "Teaching Asian American Studies in Community Colleges" (S. Ling); and (10) "The Politics of Teaching Asian American Literature Amidst Middle-Class, Caucasian Studies "East of California" S.M. Ma). An appendix offers "Resources for Innovation/Excellence in Teaching: A Select, Annotated Bibliography" (M. Collier and L.R. Hirabayashi). (SM)

ED 422 270 SP 038 054

Hammrich, Penny L.
What the Science Standards Say: Implications for Teacher Education. Publication Series No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 29p.; Paper originally published in "Journal of Teacher Education" v48 n3 p222-232.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; College Students; Curriculum Development; *Educational Change; Elementary Education; Higher Education; *Preservice Teacher Education; *Science Education; *Scientific Literacy; Student Teacher Attitudes; Teacher Role
IDENTIFIERS- Knowledge Development

This paper describes the conception changes of teacher education candidates regarding science teaching and learning as they completed a K-8 science methods course designed to utilize the principles reflected in the national reform initiatives. The course familiarized teacher candidates with reform initiatives in science education, highlighting their role as change agents in the reform. The overall goal was addressed through four phases where students learned to apply the principles reflected in the national reform initiatives in designing, implementing, birth. It explains the sexual decision making process and discusses the outcomes and risks of sexual activity. The approach of the text challenges students to consider responsibilities and outcomes of their decisions while recognizing their concerns regarding sexuality. There are 12 chapters. Part 1, Sexual Development and Human Reproduction, includes: (1) The Teen Years: Growth and Change; (2) Your Reproductive System; and (3) Conception, Pregnancy, and Birth. Part 2, Relationships and Sexual Responsibility, offers: (4) Your Relationships; (5) Responsible Sexual Behavior; and (6) Family Planning Options. Part 3, Sexual Relations: Outcomes and Risks, includes: (7) Teen Pregnancy; (8) Teen Parenting; (9) Considering Adoption; (10) Miscarriage and Termination of Pregnancy; (11) Sexually Transmitted Diseases; and (12) Sexual Exploitation. A glossary of terms is included. (SM)

ED 422 288 SP 038 078

Barnett, Jerrold E.
Self-Regulation of Textbook Reading: A Think-Aloud Study.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; Oral Reading; *Protocol Analysis; *Study Skills; Textbooks; Thinking Skills
IDENTIFIERS- *Self Regulation

This study examined the self-regulated strategies college students used as they read their textbooks in preparation for examinations, noting whether they adapted these strategies across the semester. Eight students completed three think aloud sessions across the course of a college class. Each think aloud involved participants studying their textbooks in 45-minute sessions held 1 or 2 days prior to the exam. The students were tested individually and audiotaped. They were instructed to read their textbooks aloud and to state whatever was on their mind as they read. Researchers organized their verbal comments into four general categories for analysis: use of prior knowledge, elaboration upon text information, deliberate strategy use, and text analysis. There were strong correlations with achievement for prior knowledge and elaboration but not for deliberate strategy use or text analysis. Three of the students showed adjustment of their studying across the semester. Qualitative analysis of the think-aloud protocols revealed several themes. The most important of those was that the quality of the approach was what really mattered, not simply the presence of the categories. For example, prior knowledge could be used to facilitate comprehension or it could interfere with understanding the author's point. (Contains 20 references.) (SM)

ED 422 289 SP 038 079

Lensmire, Timothy J.
Emotions and Literature in Educational Writing.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

ED 422 306 SP 038 098

Roy, Peggy S.
Teacher Behaviors That Affect Discipline Referrals and Off-Task Behaviors.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Research Colloquium at the State University of West Georgia (4th, Carrollton, GA, June 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Discipline Problems; Elementary Education; Elementary School Students; Elementary School Teachers; Positive Reinforcement; *Referral; *Student Behavior; *Teacher Behavior

This study collected information regarding the direct and indirect management techniques employed by elementary teachers to control inappropriate student behavior and its relationship to discipline referral rates. The study also examined whether effective management techniques affected student on-task rates. A group of 270 elementary school students and 12 of their elementary school teachers from a suburban elementary school participated. Discipline referral rates were tabulated for each teacher covering August 1997 through January 1998. Each teacher was observed four times. The observers used an on-task/off-task checklist and a direct and indirect disciplines checklist to collect the data. The study compared teachers having high referral rates with teachers having low referral rates. Data analysis indicated that teachers who used positive direct or indirect discipline techniques created a positive and effective relationship with students, which in turn resulted in higher on-task behaviors. There was not a significant difference in the use of direct discipline techniques for teachers with high referral rates versus those with low referral rates. (Contains 33 references.) (SM)

ED 422 307 SP 038 099

Missouri Directory of Approved Professional Education Programs: Two-Year and Four-Year Colleges and Universities. Revised.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Education Courses; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Teacher Certification; Two Year Colleges
IDENTIFIERS- *Missouri

This directory provides resources for locating information pertaining to Missouri institutions of higher education with professional and pre-professional education programs. The institutions listed have met rigorous standards and are officially approved by the Missouri State Board of Education. The four-year institutions that are included offer complete professional programs from which candidates may be recommended for Missouri certification. The two-year institutions that are included offer approved pre-professional courses, which may be transferred to the four-year institutions and counted as partial fulfillment of the requirements for certification. Part 1 of this directory lists four-year colleges and universities.

weekly for 5 weeks and their field journals at several points in time. Researchers scored all journal entries for levels of reflection. Results indicated that when preservice teachers engaged in reflective activities, their levels of reflection improved considerably. Participants who received specific training on reflective thinking were more reflective. The study also showed that even though preservice teachers can achieve the higher levels of reflection, they still do not reach the highest level. (Contains 7 tables and 18 references.) (SM)

ED 422 325 SP 038 122

Maaka, Margaret J.; Au, Kathryn H.; Luna, Corrina A.
Starting Blocks or Stumbling Blocks to Higher Education: Case Studies of Native Hawaiian Women.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Admission (School); *Cultural Influences; *Equal Education; Ethnic Stereotypes; *Hawaiians; Higher Education; Racial Bias; *Racial Discrimination; Self Efficacy; Sex Bias; *Sex Discrimination; Socioeconomic Influences; Teacher Attitudes; Teacher Expectations of Students; *Womens Education
IDENTIFIERS- *Hawaii

This study examined issues of educational equity, emphasizing how native Hawaiian women came to be educators, how their experiences as pupils influenced their professional development as teachers, how their commitments developed over time, and how their professional development could be fostered in preservice and inservice settings. The five native Hawaiian participants were all enrolled in a preservice teacher education program at the University of Hawaii. Researchers asked them to report on several factors identified as impacting the progress of students from groups underrepresented in higher education and to describe their perceptions and experiences. The factors included: expectations of academic success; preparation for academic studies; influence of socioeconomic status; support and encouragement from friends, family, and teachers; social/health issues; success in mastering the mainstream culture of the education system, especially English language instruction; experiences with stereotypes and discriminatory practices; presence or absence of role models; experiences with program admission requirements; and ability to assimilate into the university system. Researchers collected the data using life history interviews, personal narratives, and reaction papers. Four of the five women reported several factors that hindered their progress, including low self-expectations of academic success, poor preparation for academic study, discriminatory treatment by some teachers, and problems passing the admission test requirement. Some also had difficulties with family finances and with mastering mainstream English. (Contains 20 references.) (SM)

ED 422 326 SP 038 123

Nwosu, Constance C.
Professional Development of Teachers: A Process for Integrating Faith and Learning in Christian Schools.

PUB DATE- 98
NOTE- 546p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Writing; *English; Evaluation Methods; Intermediate Grades; Junior High Schools; *Middle Schools; *Student Evaluation; Student Writing Models; Teaching Methods; Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Workshops
IDENTIFIERS- *Middle School Students

The first edition of this book in 1987 examined how teachers teach and how learners learn in the context of reading and writing workshops for middle school students. This revised edition still stresses the workshop approach to writing and English instruction, but it calls for a more activist approach by the teacher, encouraging more direction and suggestions to help students with their writing. More than 70% of the material is new, with 6 new chapters on genres, evaluation, and the teacher as writer. There are minilessons and scripts and examples for teaching them, with expectations and rules for writing and reading workshops. Ideas are presented for teaching writing conventions, and suggestions are made for record keeping and the assessment of individual student skills. The following chapters are included: (1) "Learning How To Teach Writing"; (2) "Learning How To Teach Reading"; (3) "Making the Best of Adolescence"; (4) "Getting Ready"; (5) "Getting Started"; (6) "Minilessons"; (7) "Responding to Writers and Writing"; (8) "Responding to Readers and Reading"; (9) "Valuing and Evaluating"; (10) "Taking Off the Top of My Head"; (11) "Call Home the Child: Memoir"; (12) "Hanging with Big Sis: Fiction"; (13) "Finding Poetry Everywhere"; and (14) "Taking Care of Business." Seventeen appendixes present sample teaching and evaluation materials and collections of poetry and literature for adolescents. (Contains 21 figures and 87 references.) (SLD)

ED 422 344   TM 028 891

Friend, Marilyn; Bursuck, William
Including Students with Special Needs: A Practical Guide for Classroom Teachers.
PUB DATE- 96
NOTE- 522p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Disabilities; Educational Assessment; *Educational Practices; Elementary Secondary Education; Eligibility; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; Special Education; *Special Needs Students; Student Characteristics; Student Evaluation

This practical guide for including students with special needs is divided into three main sections. The first section provides fundamental background knowledge of the field of special education and current knowledge of how students with disabilities are served within inclusive school environments.

support for their record-keeping of children's language and literacy progress and development. It offers a clear format for organizing evidence about children's progress and for summarizing that evidence at the end of the school year for progress and development in the British National Curriculum, and not merely the language arts. This guide outlines the principles of learning and record-keeping that have shaped both "Records," and includes examples of teachers' records and accounts by teachers of ways they have used the "Record," what they have learned from this, and advice for other teachers. The "Main Record" is the formal part of the "Primary Learning Record," and the optional "Observations and Samples" section contains observational diaries and sampling procedures for Language/English, Mathematics, and Science. This guide also shows teachers how to use the "Record" in conferences with students and in communication with parents. The main record includes: (1) Part A, material for discussions during the parents and teacher and the teacher and child conferences; (2) Part B, which includes information about the curriculum areas of language/English, mathematics, science, and foundation subjects and religious education; and (3) Part C, "Annual Report for Parents," "Information for Receiving Teachers," and, "Cumulative Record Sheet.". The "Observations and Samples" section includes examples for language/English, mathematics, science, and foundation subjects and religious education. One appendix contains two reading scales, and the other lists the stages of English learning for bilingual children. (Contains 51 references.) (SLD)

ED 422 362 TM 028 919

Holweger, Nancy; Weston, Timothy
Differential Item Functioning: An Applied Comparison of the Item Characteristic Curve Method with the Logistic Discriminant Function Method.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Item Bias; Item Response Theory; Performance Based Assessment; State Programs; *Test Items; Testing Programs
IDENTIFIERS- Item Bias Detection; Item Characteristic Function; *Logistic Discriminant Function Analysis

This study compares logistic discriminant function analysis for differential item functioning (DIF) with a technique for the detection of DIF that is based on item response theory rather than the Mantel-Haenszel procedure. In this study, the areas between the two item characteristic curves, also called the item characteristic curve method is compared with the logistic discriminant function analysis method for each item and the entire test. Data from a state-level performance-based assessment program for approximately 16,000 examinees are used. Substantial differences are found between the items identified as having DIF using the item characteristic curve method and the logistic discriminant function method. Possible reasons for these differences are discussed. Since a clear determination about the best method to determine DIF is not apparent, manufactured data should be used in a Monte Carlo study to eliminate design aspects of the assessment that confused these results. Appendixes contain plots of item characteristic curves and illustrative figures. (Contains 7 plots, 7 figures, and 13 references.)(SLD)

Be Better at Revealing Effects of a Student-Driven Algebra Curriculum.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Achievement Tests; *Algebra; *High School Students; High Schools; *Mathematics Tests; *Norm Referenced Tests; *Performance Based Assessment; *Standardized Tests; Teaching Methods; Test Use
IDENTIFIERS- Hawaii

The Hawaii Learning Project (HALP) has produced an Algebra I curriculum that stresses student learning through problem solving, communication, connections, development over time, and challenging tasks. The HALP curriculum is used by more than 16,000 students in 13 states. Scores on standardized algebra tests for HALP graduates have been about the same as for students who have gone through a more traditional algebra program, but teachers of HALP students have strongly suggested that their students were doing better than students they had taught with more traditional approaches. Whether a standardized, norm-referenced commercially available test would be sensitive enough to show growth on the part of students using the HALP curriculum was studied. The most promising test available was the Harcourt-Brace GOALS: A Performance Based Measure of Achievement, which also had the advantage of having national norms and being equated scale-wise to the Metropolitan Achievement Test. GOALS scores were obtained from 190 Algebra I HALP students in Hawaii and Mississippi. Results show that this commercial, norm-referenced standardized performance-based test can reveal large gains beyond normative expectation, even though virtually no gains were shown with a more traditional standardized norm-referenced test. It is concluded that to assess the effects of an algebra program that reflects the new paradigm of curriculum recently espoused by the National Council of Teachers of Mathematics, commonly used algebra tests may not be valid. A test like GOALS may better reflect achievement in student-driven curricula. (Contains six tables and five references.) (SLD)

ED 422 381 TM 028 943

Ross, John A.; Rolheiser, Carol; Hoaboam-Gray, Anne
Impact of Self-Evaluation Training on Mathematics Achievement in a Cooperative Learning Environment.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Funding also provided by the Durham Region Roman Catholic Separate School Board.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Elementary School Students; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; *Mathematics Achievement; Probability; *Self Evaluation (Individuals); Tables (Data); *Training

agreement on borderline responses to be used in training, or it may represent the absence of a consensus on borderline anchor papers. In conclusion, it is stated that no evidence is found to differentiate levels of rater agreement between using judgments of dominance and judgments of proximity. Appendixes present two study scoring rubrics. (Contains one table and nine references.) (SLD)

ED 422 398 TM 028 960

Goodwin, David R.; Witz, Klaus G.
Two Methods of Essence in the Study of Teacher Growth: Presentation of a Specific Case.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; Higher Education; Interviews; *Measurement Techniques; *Qualitative Research; *Research Methodology; *Teachers

This paper summarizes a qualitative approach called the "method of essence" for use within-depth interview projects to further understand the deeper unities of a particular phenomenon of interest, developed by K. Witz in his research and in connection with his work with doctoral students (K. Witz, D. Goodwin, R. Hart, and H. Thomas, 1998). It was used by D. Goodwin in his dissertation research on the phenomenon of teacher growth (D. Goodwin, 1998). Aspects of the portrait of John, one of Goodwin's participants, are exhibited to provide a specific case where the method was used to gain a deeper understanding of the nature of growth in a teacher, expressed as the "essence of the story of growth." The method of essence advocates the investigator's becoming increasingly aware of, sensitive to, and more able to feel the inner dimensions of the teacher in relation to the investigator's compassion for the object of study that also maintains absolute respect for the integrity, depth, and unity of the person/self. It urges the investigator to move in the direction of truth in support of the growth and realization of human potential. An attachment presents a key for reading transcribed passages from interviews. (Contains 1 figure and 27 references.) (SLD)

ED 422 399 TM 028 961

Noble, Audrey J.; LeMahieu, Paul G.
Stones in the Road: The Impact of Standards-Based Reform on Local Policy, Programs, and Practice.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Policy; Educational Theories; Elementary Secondary Education; *Policy Formation; Professional Development; *School Districts; *Standards; *State Programs; Teaching Methods

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Asian Americans; Elementary Secondary Education; High Risk Students; Internet; *Pacific Islanders; *Prevention; Program Development; Resource Materials; *Resources; *Substance Abuse; *Urban Youth; Youth Programs

Asian American and Pacific Islander (A&PI) populations are seriously affected by substance abuse related problems. Culturally appropriate prevention resources for A&PI audiences on substance abuse issues remain a critical need. This resource guide provides information and referrals to help prevention specialists, educators, and community leaders locate resources appropriate for use with diverse A&PI communities. The first section contains a list of 13 of prevention materials, which include booklets for adults and classroom materials. The second section includes 20 abstracts of articles, studies, and research reports about A&PI subjects and substance abuse. Some are government publications. The third section lists groups, organizations, and programs on A&PI peoples. The final section lists 15 Internet access sites, some operated by the Federal Government, about A&PI substance abuse issues. (SLD)

ED 422 417   UD 032 473

Sallade, Ronald; Connet, Margaret Jensen; Wells, Nancy
SUCCESS Program Planning/Evaluation Report for 1996-97.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Counseling; Disadvantaged Youth; Diversity (Student); Elementary Secondary Education; *High Risk Students; *Integrated Services; Nontraditional Education; Program Effectiveness; Program Evaluation; *Urban Youth
IDENTIFIERS- Case Management; *Des Moines Public Schools IA

The SUCCESS Program of the Des Moines (Iowa) Public Schools provides employment, health, mental health, and social services in a comprehensive "one-stop shopping" manner at the most accessible location for children and youth, the public school that they attend. During the 1995-96 school year, the strategies of the SUCCESS program were delivered to families at seven elementary schools, two middle schools, two high schools, and two alternative high schools. Program funds, which totaled $1,560,802, were derived from the Iowa Department of Education, the private sector, and the school district. The SUCCESS Program includes the United Way of Central Iowa as a partner in developing a collaborative effort to offer services to children, youth, and their families. Any student who is not mastering basic skills, or who seems to be at-risk, may be self-referred to the center, or may be referred by a school staff member or community service agency member. The case management model that is used provides caring, committed human service professionals to assist families. Evaluation of the SUCCESS program indicates that the program contributed directly to the accomplishment of the district mission by serving a diverse population of students, strengthening the qualities of the family that enhance learning, and by reducing those factors that interfere with learning. The program's most prominent strengths are in its ability to provide intensive services, improve use of community resources, identify unmet needs, and

Political Influences; Resource Allocation; *School Restructuring; *State Legislation; *Urban Schools

This book brings together ideas and strategies of prominent advocates of school reform. Discussing their experiences, especially in urban schools, in forming coalitions, framing court cases, and dealing with state politics in New Jersey, Texas, Illinois, Michigan, Alabama, Kentucky, and Washington, the contributors to this collection explore what succeeded and what failed in the search for educational equity. Contributions explore constitutional issues and legal reform, the political agenda of education in selected states, stakeholders for equity reform, and engaging the community. After the introduction, "The Ends and the Means in Education Policy" (Marilyn Gittell and Laura McKenna), the following chapters are included: (1) "Post-'Brown' School Finance Reform" (Kirk Vandersall); (2) "School Finance Reform and the Alabama Experience" (Helen Herschkoff); (3) "Intradistrict Resource Disparities: A Problem Crying Out for a Solution" (Peter D. Roos); (4) "More than Equal: New Jersey's Quality Education Act" (Thomas Corcoran and Nathan Scovronick); (5) "The Role of State Legislatures in School Finance Reform: Looking Backward and Looking Ahead" (John Augenblick); (6) "Steady Work: The Courts and School Finance Reform in New Jersey (Margaret E. Goertz); (7) "Charter Schools and Tax Reform in Michigan" (Thomas Vitullo-Martin); (8) "Necessary but Not Sufficient: Moving from School Finance Reform to Education Reform in Washington State" (Martha Darling); (9) "School Reform in New York and Chicago: Revisiting the Ecology of Local Games" (Marilyn Gittell); (10) "Linking Civic Capacity and Human Capital Formation" (Clarence N. Stone); (11) "Power and Perseverance: Organizing for Change in Texas" (Albert Cortez); (12) "The Prichard Committee and Kentucky School Reform" (Robert F. Sexton); and (13) "Advocacy To Restructure the Chicago Public Schools through State Legislation" (Donald R. Moore). A conclusion "Creating School Reform Agenda for the Twenty-first Century" by Marilyn Gittell, brings the various themes together. Each chapter contains references. Part 1 (chapters 1-4) contains an appendix, "The Courts and Equity: A State-by-State Overview." (SLD)

ED 422 434 UD 032 494

Breaux, Glenda; Pearson, P. David
Overcoming Obstacles to Urban School Reform.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged Youth; *Educational Change; Elementary Education; *Elementary School Teachers; Elementary Schools; *Instructional Leadership; Interviews; *Participative Decision Making; School Choice; *Urban Schools
IDENTIFIERS- *Reform Efforts

The focus of this study is the effects of a School Improvement Plan (SIP) on an urban elementary school. The school's regular education teachers were required to participate in one of five committees designed to prepare the SIP, which specified goals for improvement and the strategies for reaching them. Classroom observations were used by the researchers as the basis for teacher interviews and interviews with the principal. Interviews with nine teachers were used to create a survey for programs; and (4) the safe and orderly schools office initiatives. (SLD)

ED 422 450 UD 032 510

Watt, Helen M. G.
The Impact of the First Year of High School on Student Self-, Task-, and Value-Perceptions and Judgements about Significant Others in Mathematics and English.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (15th, Bern, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *English Instruction; Foreign Countries; *High School Freshmen; High Schools; *Mathematics Education; *Self Concept; Sex Differences; Significant Others; *Student Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- *Australia (New South Wales)

Changes in student perceptions over the first year of high school and the interrelations of student and student-reported mother, father, and teacher perceptions form the basis of this study. Self- and task-perceptions as well as utility judgments are measured in two subject domains, mathematics and English, since the transition to high school has been found to impact negatively on students' self-concepts in both these domains. Participants (N=365) are from 3 coeducational schools in metropolitan Sydney (Australia) matched for socioeconomic status. Findings of declines in student perceptions across the seventh grade are discussed in terms of domain specificity, as well as within a developmental mismatch framework for contextual school factors and mediating parent and teacher influences as they relate to changes in student perceptions and beliefs over the course of the first year at high school. Major implications derived relate to the contextualization of student perceptions within each subject domain and explanations for the stability or instability of varying perceptions over time, according to student gender and level of achievement, and their relation to reported perceptions of significant others. (Contains 3 tables, 7 figures, and 42 references.) (Author/SLD)

ED 422 451 UD 032 511

Freudenberg, Nicholas; Radosh, Alice
Protecting Youth, Preventing AIDS: A Guide for Effective High School HIV Prevention Programs.
PUB DATE- 98
NOTE- 49p.; Prepared for the New York City High School AIDS Evaluation Consortium.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Educational Policy; *Health Education; *High School Students; High Schools; *Prevention; *Program Development; Sex Education; Urban Schools; *Urban Youth; Venereal Diseases
IDENTIFIERS- *New York City Board of Education

This guidebook is for school administrators, teachers, health

Leonard, Ann Marie
I Spy Something! A Practical Guide to Classroom Observations of Young Children.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; *Classroom Observation Techniques; *Classroom Techniques; Early Childhood Education; Educational Methods; *Educational Strategies; Evaluation Methods; *Observation; Program Evaluation; Skill Development; Teacher Improvement; Teaching Methods
IDENTIFIERS- Southern Early Childhood Association

Claiming that observation is the first and most authentic tool for assessing young children's learning and development, this book advises educators of young children how to improve observation skills by recording children's growth and development. The book also serves as a tool to evaluate and improve early childhood programs. Specific benefits of observation for teachers, children and families include the following: (1) getting to know children as individuals with unique personalities; (2) basing educational decisions on the children in the program; (3) understanding what children know and are learning; (4) enriching personal lives and broadening understanding of the world; and (5) providing important raw material to help families see and understand their child's progress. The book is divided into six chapters: (1) "Looking and Seeing Are Different: What Is Observation of Young Children All About?"; (2) "Figuring Out the Puzzle: How Observation Pieces Fit Together"; (3) "How To's and Other Clues"; (4) "'Mary, Mary Quite Contrary. How Does Your Garden Grow?' Tools To Cultivate Observation Skills"; (5) "On the Importance of Being Organized"; and (6) "Observation Dividends: 'What's in It for Me?'" (Contains 15 references.) (SD)

ED 422 102 PS 026 797

Herron, Ron; Peter, Val J.
A Good Friend: How To Make One, How To Be One. Boys Town Teens and Relationships, Volume 1.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Communication Apprehension; *Friendship; *Interpersonal Competence; Peer Acceptance; Peer Groups; Peer Relationship; Personality Development; *Prosocial Behavior; Shyness; *Social Development; Social Experience; Social Life; Socialization
IDENTIFIERS- Boys Town NE; *Friendliness; *Friendship Formation

This book provides a blueprint for teens for building friendships. The book contains suggestions for improving friendship skills, making a good first impression, and getting along with others. Also covered are people skills for use in many social situations, and keeping friendships healthy. Following the introduction, chapter one, "The Basics of Friendship," defines the different levels of friendship, the ASCT was used to determine attachment of children to their teachers. The findings indicated that those children who were securely attached to their parents had more constructive strategies and resolutions for the hypothetical conflicts than did children with insecure attachments. The security of the children's relationship with their teachers was not related to conflict management skills. Socioeconomic status, gender, and family status were not related to conflict management skills. In general, boys had significantly less secure relationships with both teachers and parents than did girls. (KB)

ED 422 119 PS 026 853

Schumacher, Donna
The Transition to Middle School. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Elementary School Students; Family School Relationship; *Junior High School Students; Junior High Schools; *Middle Schools; *Student Adjustment; Student Attitudes; Student Motivation; *Transitional Programs
IDENTIFIERS- ERIC Digests; *Middle School Students; Transitional Activities

The transitions students make during their years of schooling are usually major events in their lives and in the lives of their parents. The stresses created by these transitions can be minimized when the new environment is responsive to each particular age group. This digest presents a brief overview of some of the issues involved in the transition from elementary to middle level school, including all middle grade and junior high school configurations, and provides suggestions for transition programs and activities. The digest delineates common concerns identified by students and specific challenges identified by teachers. It focuses on social, organizational, and motivational factors related to dealing with school transitions. Guidelines for planning effective transition programs are listed, including establishing a transition protocol that can be replicated and updated easily and asking participants to evaluate the transition programs. The digest also gives examples of several transition activities for use in designing a transition plan, including the distribution of school handbooks to families, and exchange of letters between students in the sending and receiving schools. The digest concludes by noting that effective middle level transition programs establish a sense of belonging among the multiple constituencies involved, respond appropriately to incoming students' needs, and provide multiple opportunities to develop a meaningful role during the transition process and to maintain that role throughout the school year. (Contains 12 references.) (Author/KB)

ED 422 120 PS 026 854

Barnet, Ann B.; Barnet, Richard J.
The Youngest Minds: Parenting and Genes in the Development of Intellect and Emotion.
PUB DATE- 98

themes are reported: rural, school reform, and central office supervision. The rural themes include absence of a "rural lens" in administrator thinking, aversion to using the term "rural," and cultural resistance to change. School reform themes include the highly centralized and state-controlled curriculum; three eras of reform (school effectiveness, empowerment, and data obsession); local reform successes (staff development); supervisor assertiveness toward reform; "local fit" of reforms; windows of opportunity for change (school board elections, grant funding cycles, staff changes); reform challenges (test score pressures, high expectations, teacher morale, curriculum designed to "export" students, problematic school-community relations); scarcity of resources; and staff recruitment. Central office supervisor themes include a portrayal of supervisors as being survivors of downsizing, being overworked, and using staff development and grant writing as supervisory tools; the absence of curriculum development as a tool for change; school reform as central to the supervisory role; and the consequences of site-based management. Appendixes contain details of the research design, the survey questionnaire, and summary of survey results. (Contains 83 references.) (SAS)

ED 422 136 RC 021 576

Lynch, Patrick D.
The School Cultures in the Lower Rio Bravo Valley.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Influence; *Cultural Context; Cultural Influences; Educational Anthropology; Educational Environment; Elementary Secondary Education; Family Influence; *Hispanic American Culture; Mexican American Education; *Mexican Americans; *School Community Relationship; *School Culture; Teacher Student Relationship; *Values
IDENTIFIERS- Colonias; *Rio Grande Valley; Texas (South)

This report focuses on Hispanic American culture in the schools of the lower Rio Bravo Valley (Texas) through impressions and descriptions of the interrelationship of school and community. School culture is defined as reflecting the shared characteristics and uniqueness of the community cultures around the school. The school cultures of the Valley are distinct as a result of historical, geographical, and social facts: political action and Hispanic empowerment; geographical remoteness; and a population of predominantly poor, lower-class Mexican Americans living in colonias (low income communities). Family values, reflected in the school, are the key to understanding the lower Rio Bravo Valley school culture: extended family (shown in the teacher-student "in loco parentis" relationship); physical contact (shown in teacher-student touching); discipline and strict authority (shown in strict adherence to zero tolerance policies); support and pride (shown in school spirit and patriotism); strong gender roles; respeto (respect) for authority; and a strong work ethic (shown in the unpaid extra time teachers devote to students and school activities). The continued use of ceremonies, sports and music programs, and scheduling of Mexican holidays and observances help bind the school and community. Common cultural ties are a part of students' lives: Tejano music, novelas (Mexican soap operas), pachangas (social gatherings) where all are included, ethnic food available in the cafeteria, use of school uniforms common

National Easter Seal Society, this publication is designed to help camp directors meet the challenges of including campers of all abilities in their camp programs. The first section provides an overview of the inclusion concept in general and at camp, and discusses legal and medical considerations. Chapters are: "The Inclusion Concept" (Jeff Smith); "Meeting the Mandate: Americans with Disabilities Act" (Martin E. Block, Mel L. Horton, Andi Reed); "A Camp Inclusion Model" (Martin E. Block, Mel L. Horton, Timothy D. Davis, Jane Carr, Mary Ellen Ross); and "Medical Considerations" (Barbara Daschner). In the second section, guidelines for developing model outdoor activity programs address such issues as accessible facilities and equipment, safety, staff selection and training, and adapted instruction. Chapters are: "Adventure Programs" (Eric Dresser, Deb Duerk, Joe Baggot); "Archery" (Martin E. Block, Mel L. Horton); "Canoeing" (Karen Hensley, Wynn Lewis); "Equestrian" (Peggy Smith); "Fishing" (Dan Gilliland); "Golf" (Martin E. Block, Linda K. Bunker); "Outdoor Adventure Trips" (Glenn M. Roswal, Tom Collier, Eric Dresser, Jill Hembree); "Sailing" (Mike Currence, John Todd, Sarane McHugh); "Swimming" (Sally L. Walker, Cheryl Bynum); "Technology" (Todd Lowther); and "Winter Activities" (Ken Saville). The final section, compiled by Diane Mathews, lists resources with contact information: professional organizations, clearinghouses for disability information, special activity resources, publications, and Easter Seal residential camps. Also included are a glossary of selected disability terms, a list of contributors, and "Ten Commandments" for people in the helping professions. Contains references or additional resources in each chapter. (SV)

ED 422 153 RC 021 631

Egan-Robertson, Ann, Ed.; Bloome, David, Ed.
Students as Researchers of Culture and Language in Their Own Communities. Language & Social Processes Series .
PUB DATE- 98
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Cultural Awareness; *Educational Practices; Elementary School Students; Elementary Secondary Education; *Ethnography; *Metalinguistics; Secondary School Students; Social Action; *Sociolinguistics; Student Projects; *Student Research; Writing (Composition)
IDENTIFIERS- *Community Based Education

This book presents new directions in classroom education generated by using ethnography and sociolinguistics as teaching tools, the theory behind these efforts, and the classroom practices involved. The chapters are organized to highlight three issues of recent concern to K-12 educators: how student ethnographic and sociolinguistic research can be used to enhance academic learning and writing, to supplant or enhance the study of language in the traditional language arts curriculum, and to link with social action for improving students' lives and communities. The educational practices and student projects described in these chapters took place in both elementary and secondary schools in various multicultural, bilingual, bidialectical, or minority group settings. Chapters are: (1) "Students as Ethnographers, Thinking and Doing Ethnography: A Bibliographic Essay" (Ann Egan-Robertson, Jerri Willett); (2) "Learning To Write by Writing Ethnography" (Toby

IDENTIFIERS- *South Africa; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international study of mathematics and science achievement ever undertaken with more than 500,000 students in 41 countries being tested in mathematics and science at five different year levels. South Africa is the first country in Africa to have participated in and successfully completed such a comprehensive international survey in science and mathematics education. This report provides detailed information about TIMSS and highlights the results of the mathematics and science literacy testing of final-year school students in South Africa. The results of those students who participated in TIMSS in their final year of schooling and student background are discussed in detail. (Contains 15 references.) (ASK)

ED 422 175 SE 061 719

Hubbard, Donna

Improving Student Knowledge of the Graphing Calculator's Capabilities.

PUB DATE- 98

NOTE- 55p.; Masters Program Action Research Project, St. Xavier University and IRI/Skylight.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)

DESCRIPTORS- Algebra; *Educational Technology; *Experiential Learning; *Graphing Calculators; High Schools; *Mathematics Instruction; *Problem Solving; Student Attitudes; Teacher Attitudes

This paper describes an intervention in two Algebra II classes in which the graphing calculator was incorporated into the curriculum as often as possible. The targeted population consisted of high school students in a growing middle to upper class community located in a suburb of a large city. The problem of a lack of understanding of the capabilities of the programmable graphing calculator were documented through student surveys, a graphing calculator pre-test, and direct teacher observation. Analysis of probable cause data revealed that students rarely used the graphing calculator the previous school year in their math courses. Other possible causes included a lack of both instructional materials and teacher in-service training related to the graphing calculator technology. Also, lack of students' "hands-on" time with the graphing calculator may account for an incomplete understanding of its capabilities. A literature review of solution strategies resulted in the selection of one major intervention: more "hands-on" time for students with the graphing calculator. Research has shown that increased use of the graphing calculator enhances students' understanding of mathematical concepts and improves problem solving abilities. Use of the graphing calculator also fosters positive attitudes among both students and teachers. Post intervention data indicated an increase in students' understanding of the functions and capabilities of the graphing calculator. The increase in understanding was evidenced by high homework, quiz, test, and alternative assessment scores. Post-test scores showed a marked improvement over pre-test scores. (Contains 12 references.) (Author)

ED 422 176 SE 061 733

Biesta, Gert J. J.
Education as the Possibility of Justice: Jacques Derrida.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Educational Theories; Epistemology; Hermeneutics; Higher Education; *Justice; *Philosophy
IDENTIFIERS- *Derrida (Jacques); Poststructuralism

This paper is an analysis of the ongoing work of philosopher Jacques Derrida and the immense body of work associated with him. Derrida's copious work is difficult to categorize since Derrida challenges the very concept that meaning can be grasped in its original moment or that meaning can be represented in the form of some proper, self-identical concept. Derrida's "deconstruction" requires reading, writing, and translating Derrida, an impossibility the author maintains cannot be done because translation involves transformation and the originality of the original only comes into view after it has been translated. The sections of the paper include: (1) "Preface: Reading Derrida, Writing after Derrida"; (2) "Curriculum Vitae"; (3) "(No) Philosophy"; (4) "The Myth of the Origin"; (5) "The Presence of the Voice"; (6) "The Ubiquity of Writing"; (7) "Difference and 'Differance'"; (8) "Deconstruction and the Other"; (9) "Education"; (10) "Education beyond Representation: Gregory Ulmer's 'Post(e)-pedagogy'"; and (11) "Afterword: Education as the Possibility of Justice." (EH)

ED 422 199 SO 028 565

Biesta, Gert J. J.
George Herbert Mead's Lecture on Philosophy of Education at the University of Chicago (1910-1911).
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Educational Principles; Educational Theories; *Foundations of Education; Higher Education; *Philosophy
IDENTIFIERS- Dewey (John); *Mead (George Herbert); University of Chicago IL

This paper recounts the influence of two of the great educational philosophers of this century, John Dewey and George Herbert Mead. Both men came to the University of Chicago from teaching at the University of Michigan. The men were life-long personal friends and professional colleagues. Although Mead published little during his life, his influence on John Dewey was the product of conversations over years of contact. Mead remained at the University of Chicago until his death in 1931 and became most renowned for his work in social psychology. Together with Peirce and James, Dewey and Mead became the founding fathers of

ED 422 222 SO 029 046

Zsohar, Elizabeth
The World of Ancient Mexico. Fulbright-Hays Summer Seminar Abroad 1997 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; Foreign Countries; Global Education; Instructional Materials; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; Social Studies; World History
IDENTIFIERS- *Latin American Studies; *Mexico

This unit provides background information and activities about ancient Mexico including the Olmecs, the Mayans, the Toltecs, the Zapotecs and Mixtecs, and the Aztecs. Brief readings are followed by activities that cover a wide range of subjects within each culture. Illustrations throughout the text highlight the topics. A 24-item bibliography concludes the unit. (EH)

ED 422 223 SO 029 051

Putting it Together: Planning for Social Studies. Participant's Guide.
PUB DATE- 94
NOTE- 49p.; For this Social Studies K-12, Teacher Handbook, see ED 360 232.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Content; Curriculum Development; *Educational Improvement; *Educational Planning; Elementary Secondary Education; *Social Studies; State Boards of Education; State Curriculum Guides; State Departments of Education
IDENTIFIERS- *North Carolina

This guide is intended for curriculum planning for social studies in North Carolina. Questions to guide each area of curriculum planning and assessment are included. Sample rubrics for evaluation, sample activities, and numerous suggestions for curriculum planning are contained in this document. Sections of this paper include: (1) "Introduction"; (2) "Grade Level and Course Planning"; (3) "Unit Design"; and (4) "Instructional Activities and Strategies." (EH)

ED 422 224 SO 029 065

Rossi, John Allen
Issues-Centered Instruction in Teaching International Issues to Low Achieving High School Students.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Cincinnati, OH, November 20-23,

  Social Studies
IDENTIFIERS- *Hungary
  This unit introduces students to the principles of democracy through a variety of teaching/learning techniques. Each lesson builds upon the opinions/knowledge developed in previous lessons and utilizes them to expand to a higher understanding of the principles of democracy. The principles and values that this exposes can be applied to and developed within any society. The six lessons include listing of objectives, procedures, materials needed, and student handouts. (Author/EH)

ED 422 247   SO 029 150

Schanda, Balazs
Lesson Plans on Issues of the Hungarian Constitution.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; *Democracy; Foreign Countries; Instructional Materials; *Law Related Education; Political Science; Secondary Education; Social Studies
IDENTIFIERS- *Hungary
  This lesson examines the Hungarian system of government so that students compare that governmental system with the U.S. model. The lesson is structured with: (1) background on the parliamentarian form of government; (2) description of the judiciary in Hungary and/or the issue of local self-governments; (3) highlights on some major differences between the Hungarian/European model and the U.S. model; and (4) conclusions of the lesson. The lesson includes a listing of objectives, procedures, materials needed, and student handouts. (EH)

ED 422 248   SO 029 152

Hidveghi, Balazs
The Hungarian Electoral System and Its Political Implications.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Democracy; *Elections; Foreign Countries; Instructional Materials; *Law Related Education; Political Science; Secondary Education; Social Studies
IDENTIFIERS- *Hungary
  This lesson summarizes the most significant facts about the communist period in Hungary and briefly examines the Hungarian electoral system. The lesson is structured with: (1) background on the communist period (1948-1989) and the evolution of the democratic political system and institutions during 1989-1990; (2) description of the electoral system and its brief discussion; (3) highlights on some major differences between the Hungarian model and the U.S. model; and (4) conclusions of

and evaluating curriculum, instruction, and assessment. The four phases included the following: (1) confronting and challenging teacher candidates' conceptions of science and science teaching, (2) applying the principles reflected in the national reform initiatives in developing science lessons, (3) evaluating science resources and instructional programs, and (4) sharing with teachers the process of reform. Interviews with 15 predominantly female teacher candidates collected demographic data and examined their conceptions of science, knowledge construction, and principles implied in the national reform initiatives. Data were analyzed by applying grounded theory. Results indicated that participants' conceptions of teaching sciences were guided by their conceptions of science. Participants understood the process of knowledge construction, but they interpreted their understanding differently. They viewed the principles reflected in the national reform initiatives as being beneficial but time consuming. (Contains 34 references.) (SM)

ED 422 271 SP 038 055

Teacher as Change Agent. A View from the Inside. A Report of the Select Seminar on Excellence in Education.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Agents; Change Strategies; *Educational Change; Educational Innovation; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Politics of Education; Teacher Characteristics; *Teacher Role; Teachers; Teaching Conditions

This report presents information from the February 1997 Select Seminar on Excellence in Education. The Select Seminars have been held since 1985 as a form of professional development, offering a forum for educators to consider major issues and make written recommendations to improve the quality of education. Participants in the 1997 Seminar were educators from local schools and universities in the Albany, New York area. The Seminar discussed and debated the importance of teachers assuming the role of initiator of change and the climate in which this role can survive and flourish. Discussion groups looked at the following issues: (1) factors that inhibit teachers in acting as change agents in schools, (2) qualities necessary if teachers are to serve as change agents, (3) attributes of the climate which allow teachers as change agents to survive and flourish, (4) conditions necessary in the bureaucracy to encourage teachers to serve as change agents, and (5) Ways to nurture and support innovators within universities, classrooms, schools, and districts. (SM)

ED 422 272 SP 038 057

Standards for Alaska's Teachers.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; Cultural Awareness; Elementary

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fiction; Higher Education; Literacy Education; Students; Teacher Role; *Teacher Student Relationship; Writing Processes
IDENTIFIERS- *Educational Writing; Voice (Rhetoric)

This paper examines why the author uses fiction in educational writing, examining what sort of education of the emotions he is trying to provide for the readers and how the use of fiction figures in this attempt. The paper focuses on two of his recent journal articles, a writing journal, and various responses to and criticisms of the articles before and after publication. The first article, "Rewriting Student Voice," examines alternative conceptions of student voice, relying on a short vignette from Joyce Carol Oates' "Because it is Bitter, and Because it is My Heart." The second article, "The Teacher as Dostoevskian Novelist," uses Kurt Vonnegut's novel, "Breakfast of Champions" to examine the role of teacher and the teacher's relations with students in progressive approaches to literacy education. The author used fiction in recent writing in four ways (as an example, to provide structure, to mobilize strong emotional responses, and to transgress norms of content and form). He examines three questions raised by the study: (1) How effective was the use of fiction for topics and purposes pursued in his writing?; (2) Did the use of fiction make it harder to get the writing published?; and (3) Is the use of fiction a bad faith attempt to manipulate readers? (Contains 22 references.) (SM)

ED 422 290 SP 038 080

Wickstrom, Carol D.
Student-Teacher Discourse in a College Reading Course Using the Portfolio Process: The Reflective Portfolio Conference--A Conversation about Learning.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Discussion; Evaluation Methods; Higher Education; *Portfolio Assessment; Preservice Teacher Education; Reading Difficulties; Reading Instruction; Reading Skills; *Student Evaluation; Teacher Student Relationship
IDENTIFIERS- Conversation; Reflective Thinking; *Teacher Student Conferences

This paper discusses a study of student-teacher discourse during the process of portfolio assessment in a college reading assessment course. Data were collected during one semester in which portfolio process was one means of student assessment. The portfolio process allowed students multiple opportunities to reflect in written and oral formats. It consisted of student goal setting, teacher modeling, whole class and peer sharing, student teacher conferencing, reflection, and self-evaluation. Students tutored at-risk fifth grade readers, wrote and reflected upon lesson plans, and shared or received information from instructors. Data collection included audiotaping portfolio sessions and oral discourse during class sessions and

Part 2 lists two-year colleges. Part 3 lists institutions by programs offered (basic education programs, advanced education programs, and two-year professional education programs/courses). (SM)

ED 422 308   SP 038 100

The National Board for Professional Teaching Standards. What? Why? How?
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *National Standards; National Teacher Certification; Preservice Teacher Education; *Standards; *Teacher Competencies; *Teacher Evaluation; Teachers; Teaching (Occupation)
IDENTIFIERS- *National Board for Professional Teaching Standards

This booklet describes the National Board for Professional Teaching Standards, an organization that allows the teaching profession to set high and rigorous standards for itself, create meaningful performance assessments based on the standards, and identify experienced teachers who meet the standards. National Board Certification focuses on knowledge, performance, and professional judgment. This completely voluntary process takes 1 year and provides opportunities for collaboration and reflection as teachers refine and strengthen their skills on the basis of standards written and reviewed by their peers. This booklet examines what National Board Certification is; what the framework of National Board certificates is; who is eligible for National Board Certification; how National Board Certification works; how to apply for National Board Certification; how to afford National Board Certification; reasons to consider National Board Certification; readiness for National Board Certification; and where to get more information. (SM)

ED 422 309   SP 038 103

Abebe, Solomon
What Parents Know and Say about Student Teachers.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Parent Attitudes; Preservice Teacher Education; Public Schools; *Student Teachers; Student Teaching; Students; Teacher Influence; Teacher Student Relationship

This study examined whether parents knew about student teachers assigned to teach their children in public school classrooms, noting their attitudes toward student teachers. Out of 39 student teachers' classrooms that participated, 16 were secondary, 3 were middle school, and 20 were elementary. Surveys examined whether parents perceived the presence of student teachers as a positive influence on their children; perceived student teachers as being properly trained to teach; viewed student teachers as positive role models; and believed that student teachers affected students attitudes and achievement. A total of 844 surveys went out to parents, and 331 were returned. Results indicated that children talked about

PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the Michigan Academy of Arts, Science, and Letters (February 27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Elementary Secondary Education; *Faculty Development; Feedback; Inservice Teacher Education; *Parochial Schools; Peer Teaching; Religion; *Religious Education; Tables (Data); Teacher Improvement
IDENTIFIERS- *Jesus Christ

This paper investigates how to train teachers in Christian schools for the integration of faith and learning (IFL) in their classrooms, noting that professional development of teachers in Christian schools can foster IFL in individual classrooms and entire campuses. The paper focuses on Jesus's training methodology, identifying components used in the training of his disciples, comparing them with current research on training, and suggesting implications for IFL training. The five components of professional development include: addressing declarative knowledge, acquiring procedural knowledge, practicing under simulated conditions, providing feedback, and offering peer coaching. The concept of professional development fits within the Divine perspective of discipline. The Bible gives several examples of individuals who turned their followers into leaders, with Jesus Christ the greatest professional developer recorded in the Bible. Christ's professional development program found its culmination in the training of the 12 disciples. Christ's method of teaching incorporated the five components of professional development. Teachers in Christian schools need study groups on their campuses in order to maintain continuity and effectiveness in the implementation of IFL in their classrooms. Campuses should designate time each month for faith learning activities. The purpose of these study groups should be to help teachers acquire the knowledge and skills they need to integrate faith and learning. (Contains 24 tables and 31 references.) (SM)

ED 422 327 SP 038 124

Blythe, Tina
The Teaching for Understanding Guide. The Jossey-Bass Education Series.
PUB DATE- 98
NOTE- 121p.; Co-authored by the "teachers and researchers of the Teaching for Understanding Project." For companion book, see SP 038 125.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Critical Thinking; Curriculum Development; Elementary Secondary Education; Problem Solving; Student Evaluation; Students; Teachers; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Reflective Thinking

This book for teachers and administrators describes an approach to teaching that requires students to think, analyze, problem

Chapter 1 presents a brief history of services to students with disabilities, and chapter 2 introduces the people who specialize in working with students with disabilities. In chapter 3, the principles of collaboration and the school situations in which professionals are most likely to collaborate for the benefit of disabled students are described. In the second section, the characteristics of students with disabilities and other special needs are described. Chapters 4 and 5 concentrate on disabilities with a low incidence and high incidence respectively, and chapter 6 describes students who are not necessarily eligible for special education but who have special needs and can benefit from strategies similar to those that benefit students with disabilities. In the third section, instructional approaches are presented that emphasize teaching students effectively, regardless of disability or special need. Chapter 7 discusses the relationship between classroom environment and the diverse needs of learners. Chapter 8 explores both formal and informal assessment strategies that will help teachers contribute to decision making processes for students with special needs. Chapter 9 provides strategies and practices for basic-skills and content-area instruction, and chapter 10 focuses on ways to help all students become more independent learners. Chapter 11 presents ways to evaluate students to be sure that the information gathered is helpful in instruction, and chapter 12 deals with management of group and individual behavior. Chapter 13 explores ways to build positive relations among students. A glossary is provided, and there is a list of features for quick reference. (Contains numerous references.) (SLD)

ED 422 345 TM 028 892

Angelo, Thomas A.; Cross, K. Patricia
Classroom Assessment Techniques: A Handbook for College Teachers. Second Edition.
PUB DATE- 93
NOTE- 427p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Classroom Techniques; *College Faculty; *Educational Assessment; Educational Objectives; Higher Education; Tables (Data); Teacher Made Tests; *Test Construction; Test Content; Test Items; Test Use

This handbook has been written for college teachers regardless of their prior training in pedagogy, assessment, or education. It is a practical handbook, designed for easy reference. Part 1 can provide either an introduction to Classroom Assessment or a comprehensive review, depending on the reader's prior experience. The first chapter explains what classroom assessment is, how it works, and how to get started using it. Chapters 2 and 3 introduce the basic tools of classroom assessment, the Teaching Goals Inventory and Classroom Assessment Techniques. Chapter 4 describes how faculty can plan and carry out classroom assessment projects, and chapter 5 gives a dozen examples of classroom assessment case studies. Part 2 is an easy-to-use compendium of 50 Classroom Assessment Techniques (CATs). Chapter 6 describes some CATs. Chapters 7 through 9 contain the heart of the volume, with 50 CATs grouped according to assessment of knowledge and skills, attitudes and values, and reactions to instruction. Each CAT description

ED 422 363 TM 028 920

Skaggs, Gary; Bourque, Mary Lyn
Overview of the Most Difficult Technical Issues on the VNT.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Classification; Difficulty Level; Disabilities; *National Competency Tests; Political Influences; *Psychometrics; *Sampling; State Programs; *Test Reliability; *Testing Problems; Testing Programs
IDENTIFIERS- *Linking Metrics; National Assessment of Educational Progress; *Voluntary National Test

Political and legislative pressures have posed a number of measurement issues and challenges to the development of sound, valid voluntary national tests (VNTs). This paper focuses on what appear to be the most difficult technical issues related to the VNT proposed by President Clinton in 1997. Technical issues refer to psychometric issues, as opposed to administrative or policy issues. The requirement that the VNT be linked to the National Assessment of Educational Progress (NAEP) to the maximum extent possible, in addition to linking with the Third International Mathematics and Sciences Study (TIMSS), poses a number of technical issues. These include: (1) the lack of experience with linking reading test results; (2) the type of linking methodology; (3) linking design; (4) model specification; (5) the stability of linking; and (6) the invariance of linking. The desired result of the VNT is a classification of students according to NAEP achievement levels. Complexities of the classification process include the reliability of classification and test length and selection of items. Conducting pilot and field testing also poses a number of issues, including the problems of drawing nationally representative samples in years in which pilot, field, and operational tests will all occur. Another set of problems relates to inclusion of students with disabilities and accommodations some groups of students, including those of limited English proficiency, may require. How to aggregate data and how to ensure that the VNT has no adverse impact on NAEP and state and local testing are problems that must be resolved. Other technical issues may come to light as the development process moves forward. (Contains 11 references.) (SLD)

ED 422 364 TM 028 921

Wang, Jia; Jamison, Dean T.
Regression Residuals as Performance Measures: An Assessment of Robustness in the Context of Country-Level Data. Draft.
SPONS. AGENCY- California Univ., Los Angeles.; Norwegian Ministry of Foreign Affairs, Oslo.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

IDENTIFIERS- Authentic Assessment

This study examined the effects of self-evaluation on student performance in mathematics. Grade 5 and 6 students (N=300) were randomly assigned in intact classes to treatment and control groups. In both conditions a 2-week cooperative learning unit on probability was implemented. In the treatment condition, students received training in self-evaluation for 6 weeks prior to the probability unit. Treatment students became more accurate in their self-appraisals (ES=0.26 on the posttest and 0.35 on retention), an important finding since overestimates of performance reduce students' willingness to seek appropriate help. The treatment had a negligible impact on mathematics achievement, mainly because teachers preferred to teach self-evaluation skills in domains other than math (social skills and writing). The study demonstrated that self-evaluation training clarifies student understanding of curriculum expectations. The findings also weaken the argument for the consequential validity of authentic assessment practices, at least with respect to student achievement. (Contains 5 tables, 1 figure, and 60 references.) (Author/SLD)

ED 422 382 TM 028 944

Berman, Barbara T.
Barriers to Upward Mobility in International Schools for Women Administrators.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Foreign Countries; *International Education; *Occupational Mobility; Overseas Employment; *Promotion (Occupational); *Sex Role; Stereotypes; Teachers; *Women Administrators

The barriers to upward mobility faced by female administrators working in American and International Overseas Schools and how these women perceived selected barriers were studied. The sample consisted of 67 women, mainly principals, directors, or superintendents, in administrative positions in International Schools in Latin America, Africa, Asia, the Middle East, and Europe. These women were attending the 1997 Annual Meeting of the Association for the Advancement of International Education in Atlanta (Georgia). The 67 respondents represent 30% of the population of female administrators in the International Schools. These respondents identified professional development and training needs to help them overcome barriers such as the lack of a network of contacts or the fear of seeming unfeminine in confronting conflict assertively. Respondents were agreed on the importance of mentors for women. The responses also stressed the importance of a strong self-concept in resisting oppression. Respondents perceived that women did not bring psychological turmoil to the job. Geographic location did not appear to have a significant influence on the participants' perceptions of barriers to upward mobility. However, respondents employed in Asia agreed more strongly with the statement that the greatest barrier for women is role prejudice than did respondents from other parts of the world. Recommendations for improving the upward mobility of women center on a structured mentoring component, programs aimed at

IDENTIFIERS- *Delaware; Reform Efforts

This research sought to determine and describe the impact of standards-based reform as a policy instrument by studying the ways in which state adoption of content standards affects local policy, programs, and practice. In 1992, the state of Delaware embarked on a plan to improve its public schools. While the state worked at determining what students should know and be able to do and how to tell when they have accomplished this task, local districts and teachers were left to determine the best ways to enhance student learning. The focus of this research was to provide insight into the ways in which Delaware school districts are responding to state content standards and how the standards have influenced policy and practice in curriculum, instruction, assessment, and professional development. Eight of the state's 19 school districts served as sites for this study. Data came from interviews and document reviews. The initial analysis generated case data specific to each of the identified orienting variables, and then variable-ordered descriptive matrices were developed to examine the data derived from each individual site by the focusing variable (such as role of learning theory or equity). Five major themes were synthesized from the analysis of data: (1) a lack of understanding of the conceptual orientation of the standards; (2) the place of a theory of knowledge and learning; (3) equity and the expectation that Delaware's standards apply to all students; (4) appropriate and effective professional development; and (5) interrelationships among curriculum, instruction, and assessment. A look at these school districts indicates that the districts with the greatest personnel resources are most likely to be involved in district-level efforts that consider and appreciate the complexities of school reform, but those districts that are most challenged by the state's standards-based reform are the very districts where leadership personnel are overburdened and overextended. The state's decision to remain neutral on the issue of learning theory, which was politically expedient in that it derailed much opposition, has given the districts extra problems to resolve. (SLD)

ED 422 400 TM 028 962

Opdenakker, Marie-Christine; Van Damme, Jan
The Importance of Identifying Levels in Multilevel Analysis: An Illustration of the Effects of Ignoring the Top or Intermediate Levels in School Effectiveness Research.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Evaluation Methods; *Research Methodology; Research Problems; *School Effectiveness; Tables (Data)
IDENTIFIERS- Hierarchical Linear Modeling; Missing Data; *Multilevel Analysis

In educational effectiveness research, multilevel models are increasingly used because these models take the multilevel structure of the data into account. In this paper, the effect of ignoring one or more levels of variation in hierarchical linear regression is explored, using a model with four communicate program outcomes to funders and other interested parties. Over 90% of the families who received case management services made progress toward achieving the goals that they developed in their individual case plans. Future plans for the program are discussed. (Contains eight tables.) (SLD)

ED 422 418 UD 032 474

Sallade, Ronald
New Horizons Program Planning/Evaluation Report for 1996-97.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling; Disadvantaged Youth; *Dropout Prevention; Financial Support; *High Risk Students; *High School Students; High Schools; Program Effectiveness; Program Evaluation; Staff Development; *Urban Youth; *Work Experience
IDENTIFIERS- *Des Moines Public Schools IA; *New Horizons Program IA

The New Horizons Program of the Des Moines (Iowa) Public Schools provides supportive services such as counseling, attendance monitoring, career-related instruction, work experience, and coordination with community agencies to dropout-prone students and their families to improve academic achievement and increase the graduation rate. Work experience, a major component of the program, helps students focus on learning for a purpose and see the connection between what they learn and the application of that knowledge. Funding for the New Horizons Program comes from a variety of sources. Approximately 46% of the funding comes from outside the school district. The total amount budgeted during fiscal year 1996 was $2,349,816. Staff development is an important part of the New Horizons effort. Services provided by New Horizons encourage and motivate approximately 1,400 students who are at risk of dropping out to stay in school and improve their attendance and school achievement. The program has offered quality services for 29 years. Many New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public School students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out. Over the last 5 years, New Horizons has consistently met the majority of its objectives including those pertaining to attendance rates, the dropout rate, and the number of placements of students in work experience activities. Future plans for the program, including the integration of the School-Based Youth Services Project for multilevel services, are discussed. (Contains four figures and one chart of program objectives.) (SLD)

ED 422 419 UD 032 475

Morris, Linda L.
The Effects of Integrated Curriculum on 9th Grade At-Risk Students.
PUB DATE- 98
NOTE- 68p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

the remaining teachers to complete. Eighteen of the nineteen regular education teachers completed this survey, and their agreement with the opinions of the interviewed teachers was high. A list of factors that contributed to the ease and swiftness with which staff consensus was reached on restructuring activities was prepared. It includes: (1) increased staff collegiality; (2) increased interaction with community members; (3) increased teacher-student identification; (4) teacher participation in the reform effort; (5) consensus building workshops; and (6) the understanding that the SIP was not written in stone. Many of these factors reflect strong and effective leadership from the principal. Appendixes contain the coding schemes for the observations and the interviews. (Contains 1 table and 20 references.) (SLD)

ED 422 435 UD 032 495

Making the Grade: Challenges and Successes in Providing Educational Opportunities for Children and Youth in Homeless Situations. Bridging the Gap between Home and School. A Position Document.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Agency Cooperation; *Children; Disadvantaged Youth; Elementary Secondary Education; *Equal Education; Federal Government; *Federal Legislation; Financial Support; *Homeless People; Program Effectiveness; Program Evaluation; School Districts; State Programs; Urban Youth
IDENTIFIERS- Shelters; *Stewart B McKinney Homeless Assistance Act 1987

Profiles of the 1995-96 implementation of the Stewart B. McKinney Act's Education for Homeless Children and Youth (EHCY) Programs in 37 states are presented in this document. In these 37 states, at least 173,082 homeless children and youth were served through programs funded by the McKinney Act, and at least 465 local education agencies received McKinney funds. Empirical evidence from the successes and persistent problems of the McKinney EHCY program offer two very important lessons. The first is that the educational needs of children and youth experiencing homelessness can only be met when these needs are addressed specifically by direct language in federal law. The second is that local education agencies and states have a difficult time providing direct services to homeless children and youth unless they receive funding targeted specifically for such services. The following recommendations are made for improving the situation of homeless children and youth in the United States: (1) maintain Federal statutes that address the education of children and youth in homeless situations; (2) fully fund the McKinney program; and (3) require the U.S. Department of Education to conduct a nationwide census of the numbers of homeless children and youth. The state profiles were developed using 1995-96 data gathered from surveys of EHCY coordinators in the 27 states that replied to the survey. The profiles show that, because of provisions in the McKinney Act, supported by a small amount of funding to each state, homeless children are receiving the academic and social support services they need to endure the trauma of homelessness. Profiles also show that homeless liaisons at local levels often collaborate with others in ways that stretch McKinney funds significantly, making the programs cost effective. A brief history of the care workers, parents, and students who want to help their schools prevent HIV, sexually transmitted diseases, and unwanted pregnancy among young people. The experience in more than 120 high schools in New York City has been the basis for the guide, which was developed with the help of evaluation results from the New York City Public High School's AIDS Education and Condom Availability Program. The following issues are addressed in chapters of the report: (1) defining the aims of a high school HIV prevention program; (2) involving students, parents, teachers, and school officials in planning; (3) establishing components of an effective HIV prevention program, including classroom instruction, peer education, parent participation, and health information; (4) developing policies supporting prevention and implementing a school HIV/AIDS prevention program; (5) meeting the needs of various populations, such as young women, gay and lesbian students, students with disabilities, and recent immigrants; and (6) linking the HIV prevention program to other school and community services. The final chapter provides a list of resources to help establish an effective program. These include 28 organizations, 12 hotlines, 2 Web sites, and publications of the New York City High School AIDS Evaluation Consortium. (SLD)

ED 422 452 UD 032 512

Syropoulos, Mike
Ninth Grade Restructuring Program. Citywide, 1996-97. Executive Summary.
SPONS. AGENCY- Detroit Public Schools, MI. Office of Research, Evaluation, and Testing.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attitude Change; *Dropout Prevention; *Grade 9; *High School Students; High Schools; Principals; Program Evaluation; *School Restructuring; *Secondary School Teachers; Teacher Attitudes; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Detroit Public Schools MI

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct noninstructional services, such as social services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation. This Executive Summary presents citywide findings from the second year study of the program. One of the chief findings is that the rate at which Grade 9 students discontinued their education declined in 1996-97 as it did in 1995-96. Among incoming Grade 9 students, transferring students decreased from 8.82% (1995) to 5.64% (1996) to 3.64% (1997), and students discontinuing their educations decreased from 18.28% (1995) to 11.7% (1996) to 5.14% (1997). A similar trend was found for students repeating courses, with declines across the 3 years for transfers and students discontinuing their education. Among newly promoted Grade 10 students, transfers decreased, but students discontinuing their education increased from 3.18% in 1996 to 3.98% in 1997. The Grade 10 discontinued rates actually increased in only two areas (B and F). The overall slight provides ten rules for friendship, and advice on meeting people and making friends. Chapter two, "Conversation Building Blocks," provides 11 suggestions for starting and keeping a conversation going. Chapter three, "Getting Along with Others," provides 10 pieces of advice for getting along with friends and adults. Chapter four, "People Skills," lists nine necessary social skills and hints for implementing each skill. Chapter five, "Friendship Do's and Don'ts," lists 12 hints for keeping friendships happy and healthy. Chapter six, "Shyness," provides advice on recognizing shyness and eight tips for overcoming shyness. Each chapter provides a case study/story about a teen to illustrate the chapter's topic. (SD)

ED 422 103 PS 026 798

Dowd, Tom, Ed.; Herron, Ron, Ed.; Hyland, Terry, Ed.; Sterba, Michael, Ed.
Issues in Quality Child Care: A Boys Town Perspective.
PUB DATE- 98
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- At Risk Persons; Behavior Problems; Caregiver Role; *Child Behavior; Child Caregivers; *Child Development; Child Rearing; Children; Discipline; Discipline Problems; Elementary Education; High Risk Students; Preschool Education; *Problem Children; Teaching Models; *Youth Programs
IDENTIFIERS- *Boys Town NE

For more than 80 years, Boys Town's mission has been to change the way America cares for its at-risk children. This collection of articles describes how Boys Town carries out its mission via the Boys Town Teaching Model. The essence of the Boys Town teaching model is two-fold: building relationships with children and teaching skills to youth. To describe how these components originated and developed, the first article, "Developmental History of the Boys Town Teaching Model," presents the history and growth of the Model, and introduces humane ways to building and strengthening relationships with children. These methods are then detailed in the second article, "The Vital Signs of Relationships for Caregivers." The three articles following explain the methods caregivers use in teaching skills to youth: "Quality Teaching" focuses on correcting inappropriate behavior and providing children with positive alternatives; "Why Do Kids Misbehave?" discusses the causes of inappropriate behavior in children; and "Crisis Teaching" explains a process for dealing with more serious misbehavior by teaching children how to maintain self-control in situations where they would otherwise become angry or upset. The book's final article, "Reducing Aggression in Children," addresses this pervasive problem in our society and provides practical strategies that can help young people control their aggressive behavior. (Author/KB)

ED 422 104 PS 026 799

Kopacsi, Rosemarie; Hochwald, Eve
Restructuring Kindergarten in an Urban School District: The Case of Newark, New Jersey.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (79th, San Diego, CA, April 13-17, 1998).
LANGUAGE- English

NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Anger; Biological Influences; Brain; *Child Development; *Child Rearing; Day Care; Early Childhood Education; Emotional Development; *Environmental Influences; *Heredity; Intellectual Development; Language Acquisition; Moral Development; Nature Nurture Controversy; Parent Child Relationship; *Parent Influence; Social Development; Violence; *Young Children

Noting that recent advances in neuroscience and psychology make it possible to understand more clearly how parents help to shape their children's brain development, this book discusses what is becoming known about how young children acquire language, develop emotional ties, gain control of their own emotions, become able to experience the joy and pain of others, and embrace moral values. The first chapter, "How the Brain Takes Shape," discusses the basics of brain organization. The next three chapters, "The House of Meaning," "Pathways of Language," and "How Much Help Does a Baby Need," explore the interplay of biological and social links in language acquisition. The next four chapters, "Language of the Heart," "I and Thou: Emotional Relationship and the Discovery of Self," "Empathy, Conscience, and Moral Development," and "Children's Anger and Adult Violence," examine similar processes in the development of a child's capacity for emotional expression and self-control. The final two chapters, "Beating the Odds" and "Caring for Children," emphasize the cultural, political, and economic factors that affect the care of children. The book concludes with "Summing Up: Shaping the Mind," which notes that the development of children's intellect is inseparable from their emotional and moral development. (Contains 141 references.) (LPP)

ED 422 121 PS 026 855

Nunez, Ralph da Costa
The New Poverty: Homeless Families in America.
PUB DATE- 96
NOTE- 254p.; Foreword by Leonard N. Stern.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Change Strategies; Children; Disadvantaged Youth; Family Characteristics; Family Environment; Family Needs; *Family Programs; *Family (Sociological Unit); Foster Care; *Homeless People; Housing Needs; Job Placement; Job Skills; *Job Training; Low Income Groups; Parent Education; *Poverty; Program Descriptions; Program Effectiveness; Social Problems; Transitional Programs
IDENTIFIERS- New York (New York Metropolitan Area); Shelters

This book discusses homeless families in the United States and advocates the efforts of residential educational and employment training centers--American Family Inns--which provide comprehensive services education, job training, and parenting and life skills to address the poverty-related conditions that contribute to homelessness. Chapters of the book are the following: (1) "A New American Poverty: Family Homelessness"; (2) "An American Family Myth: Every Child at Risk"; (3) "When a Shelter Is Not a Shelter: The American Family Inn"; (4) "Taking in Mexico, and acceptance of the Spanish language in the schools. The schools of the Rio Bravo Valley, each possessing unique elements, have changed from being islands unrelated to the life of the colonia and Hispanic family to embracing cultural continuity. (Contains 26 references.) (SAS)

ED 422 137 RC 021 606

Leloudis, James L.
Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920. The Fred W. Morrison Series in Southern Studies.
PUB DATE- 96
NOTE- 355p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Black Education; Black Teachers; Consolidated Schools; *Educational Change; Educational History; *Educational Practices; Elementary Secondary Education; Females; Higher Education; *Modernization; Public Health; Racial Segregation; Rural Education; *School Organization; *Social Change; *Teacher Education; Women Faculty
IDENTIFIERS- *North Carolina; University of North Carolina

From 1880 through the mid-1920s, reformers labored to make a "New South" through the agency of public education. During those years, North Carolina led the way in building thousands of new schoolhouses, professionalizing teacher training, and developing an elaborate educational bureaucracy. Southern educational reform turned on the transition from the common school to graded education. Chapter 1 of this book, "A Classroom Revolution," examines early approaches to public instruction in the one-room school and the opposition by proponents of a more rational pedagogy. Chapter 2, "Apostles of the New South," looks at graduates of the University of North Carolina in the late 1870s and early 1880s, who had grown up during the Civil War and longed for the South's integration into the modern world. Public school careers offered graduates the means to turn away from their fathers' world and turn towards the arena in which to pursue the task of modernizing their region. Chapter 3, "Servants of the State," discusses the White women who became the university graduates' loyal allies. North Carolina's first normal college for White women opened in 1891, and by 1920 women made up 86 percent of classroom teachers. Chapter 4, "Voices of Dissent," explores the battle over alternative paths of southern development. The most determined opponents were Baptists, whose church traditions were founded on local autonomy, and African Americans, who watched White graded schools advance at the expense of their own children's education. Chapter 5, "Rubes and Redeemers," examines efforts to consolidate reforms in rural areas through physical improvements to schools, a regional campaign to form school farming clubs, and public health campaigns backed by northern philanthropists. Chapter 6, "The Riddle of Race," discusses racial segregation and the efforts of Black women teachers to affirm racial dignity and a sense of common citizenship in the classroom. (Contains references in notes, an extensive bibliography, an index, and photographs.) (SV)

ED 422 138 RC 021 607

Cleary, Linda Miller; Peacock, Thomas D.
Collected Wisdom: American Indian Education.
PUB DATE- 98

Curry, David Bloome); (3) "Celebrations and Letters Home: Research as an Ongoing Conversation among Students, Parents, and Teacher" (Marceline Torres); (4) "When Young People from Marginalized Communities Enter the World of Ethnographic Research: Scribing, Planning, Reflecting and Sharing" (Carmen I. Mercado); (5) "Life in Elementary School: Children's Ethnographic Reflections" (Rosi A. C. Andrade); (6) "Learning To See Learning in the Classroom: Developing an Ethnographic Perspective" (Beth Yeager, Ana Floriani, Judith Green); (7) "Investigating Language Practices in a Multilingual London Community" (Kit Thomas, Janet Maybin); (8) "Dialect Awareness and the Study of Language" (Walt Wolfram); (9) "Knowledge about Language in British Classrooms: Children as Researchers" (Jenny Cheshire, Viv Edwards); (10) "Reclaiming Indigenous Cultures: Student-Developed Oral Histories of Talamanca, Costa Rica" (Martha Montero-Sieburth); (11) "Telling Stories with Ms. Rose Bell: Students as Authors of Critical Narratives and Fiction" (David Schaafsma); and (12) "'We Must Ask Our Questions and Tell Our Stories': Writing Ethnography and Constructing Personhood" (Ann Egan-Robertson). Contains references in most chapters and author and subject indexes. (SV)

ED 422 154   RC 021 632

Valentine, Lisa Philips
Making It Their Own: Severn Ojibwe Communicative Practices. Anthropological Horizons.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 95
NOTE- 262p.; Field research was funded by the National Science Foundation and the Wenner-Gren Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Canada Natives; Chippewa (Tribe); Code Switching (Language); *Discourse Modes; Ethnography; Foreign Countries; Language Maintenance; *Language Usage; Literacy; Non Roman Scripts; Nonformal Education; *Ojibwa; Self Determination; *Social Change; *Sociocultural Patterns; *Sociolinguistics; Speech Communication
IDENTIFIERS- Ontario

Using a discourse-centered approach to ethnography, this book provides an empirically based, contemporary overview of a rapidly changing First Nations village in northern Ontario (Canada). Data were collected in the 1980s during a 2-year residence and follow-up visits in the Severn Ojibwa community of Lynx Lake, a remote subarctic village in which the Native language, Ojibwa, is completely viable and used by every member of the Native community. Analyses illustrate the ways in which a society is indexed through its discourse, and how changes in society affect language use. The portrayal of Lynx Lake and its unique brand of self-determination demonstrates that cultural change and the adoption of modern technology in Native communities need not result in the loss of Native identity or language. Chapters cover diverse topics, including: (1) characteristics of the Severn Ojibwa language variety and of the Lynx Lake community; (2) changes in communication networks induced by technological imports into Lynx Lake; (3) usage of Severn Ojibwa, Cree, and English in various social contexts, and different types of code switching; (4) English literacy, the very high literacy rate in Ojibwa using Cree syllabics, and community means of learning and teaching syllabics; (5) the intersection of music, language, and literacy; (6) church

Russell, John C.
Spreadsheet Activities in Middle School Mathematics.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Intermediate Grades; Junior High Schools; *Mathematics Activities; *Mathematics Instruction; *Middle Schools; Problem Solving; *Spreadsheets

This book presents a numerical problem-solving environment for middle grade students using the computerized spreadsheet. It offers a package of spreadsheet models and suggested activities that promote student thinking with numbers. (ASK)

ED 422 177 SE 061 739

Goodman, Jan; Sneider, Cary; Gould, Alan; Barber, Jacqueline; Hosoume, Kimi; Tucker, Laura; Willard, Carolyn
The GEMS Kit Builder's Handbook.
PUB DATE- 97
NOTE- 166p.; For related document, see SE 061 738.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Course Content; *Curriculum Development; Elementary Secondary Education; *Hands on Science; *Science Activities; *Science Course Improvement Projects; *Science Education; Science Experiments; Science Process Skills; Units of Study
IDENTIFIERS- *Great Explorations in Math and Science

For many educators, gathering, organizing, and maintaining materials involved in inquiry-based science and math activities can seem daunting. This handbook is designed to help teachers in the task of gathering and maintaining materials to make kits for 42 activities derived from the Great Explorations in Math and Science (GEMS) Program at the Lawrence Hall of Science at the University of California-Berkeley. This book is intended to assist those who already present GEMS units and to encourage more teachers and districts to do so. Sections include: (1) Introduction to GEMS Kits; (2) The Complete Illustrated Kit Inventories, which contains complete materials lists for all 42 current GEMS guides with materials organized as nonconsumable supplies, consumable supplies, and general classroom supplies; (3) The ABC's of Making and Maintaining GEMS Kits, which gives important insights into the basics of making and maintaining GEMS kits, including creative ways to finance kits; (4) Sources of Materials, which lists individual kit items, suppliers, and general supplies; and (5) Interviews with Kit Builders, which introduces eight experienced kit builders who provide concrete suggestions, creative approaches, and valuable lessons learned. (PVD)

ED 422 178 SE 061 741

Mumma, Tracy; Gant, Shaun; Stone, Laura Armstrong; Harnish, Chris; Fowle, Abigail
Building Our Children's Future: An Interdisciplinary Curriculum for Grades K-12.

American pragmatism. This paper examines a typescript of student notes of Mead's course on philosophy of education and analyzes the ideas presented against the backdrop of the contributions of Mead to the field. (EH)

ED 422 200 SO 028 573

Fischer, John M., Ed.; Shinew, Dawn M., Ed.
Comparative Lessons for Democracy: A Collaborative Effort of Educators from the Czech Republic, Hungary, Latvia, Poland, Russia, and the United States.
SPONS. AGENCY- Department of Education, Washington, DC.; United States Information Agency, Washington, DC.
PUB DATE- 97
NOTE- 548p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change; Citizenship Education; Civics; Foreign Countries; Global Education; Instructional Materials; *International Relations; Modern History; Political Science; Secondary Education; *Social Change; Social Studies; *World History
IDENTIFIERS- Czech Republic; Hungary; Latvia; Poland; Russia

This set of collaborative lessons and teacher resources offers a unique focus on Central and Eastern Europe and the tremendous changes of the last decades. Thirty-five lessons present material about the history and government of Central and Eastern European nations and ask students to use comparative analysis with their own nation's history and government. The countries featured are the Czech Republic, the Republic of Hungary, the Republic of Latvia, the Republic of Poland, the Russian Federation, and the United States. The emphasis is on active teaching and learning methods. The materials are divided into four major sections with a schematic organization. The organizing questions include: (1) "Historical Connections - What Are the Connections between the Past and Present?"; (2) "Transitions: Comparative Trends: What Are the Challenges Inherent to Any Form of Change or Transition?"; (3) "Constitutionalism and Democracy: Comparative Issues - How Are the Components of Constitutionalism and Democracy Reflected in Government?"; and (4) "Citizens' Rights and Civil Society: How Do Emerging Democracies Protect Citizens' Rights and Promote the Growth of a Civil Society?" A guide to instructional support materials is also provided along with the appendices offerings of the constitutions of the Czech Republic, the Republic of Hungary, the Republic of Latvia, the Republic of Poland, the Russian Federation, and the United States. (EH)

ED 422 201 SO 028 577

Michigan Framework for Social Studies Education Content Standards.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Elementary Secondary

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Controversial Issues (Course Content); Current Events; *Geography; *Geography Instruction; Global Education; *High School Students; High Schools; Learning Problems; *Low Achievement; Public Affairs Education; Social Studies; Underachievement

This paper investigates issues-centered instruction looks in two ninth grade classrooms composed of large numbers of low achieving high school students. The key principles of issues-centered instruction are described with an examination of the barriers of the approach with low achieving students. The paper reports on two world geography classrooms of low achievers who studied Latin America and the Caribbean using an issues-centered approach. The researcher worked with classroom teachers and planned an eight-day unit on Latin America and the Caribbean based on the principles of issues-centered instruction. Field notes from observations and interviews provided the qualitative data. (Contains 28 references.) (EH)

ED 422 225 SO 029 066

Pederson, Patricia V.
Intercultural Sensitivity and the Early Adolescent.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Conference of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Training; *Cultural Awareness; Cultural Interrelationships; Culture Contact; *Early Adolescents; Grade 7; *Intercultural Communication; Junior High Schools; Middle Schools; Multicultural Education

This study describes the range of intercultural sensitivity in a small sample of seventh-grade students. The study examines the range of intercultural sensitivity and salient factors associated with it. Specifically the study seeks to clarify the understanding of the relationships that may exist among empathy, authoritarianism, gender, intercultural contact, second language acquisition, and early adolescents' intercultural sensitivity (ICS) levels. Both qualitative and quantitative data collection was used. A written survey questionnaire, a standardized open-ended interview format, and informal interviews were used to gather data from the 145 participants. From the data, it was found that intercultural friendships, gender orientation, and locale appeared as salient predictors of ICS level. A statistically significant positive association existed between empathy and ICS with a statistically significant negative relationship noted between ICS and authoritarianism. (EH)

ED 422 226 SO 029 088

Brophy, Jere; Alleman, Janet
How Might We Use Research To Inform Curriculum Development?
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the National

the lesson with additional exercises. The lesson includes a listing of objectives, procedures, materials needed, and student handouts. (EH)

ED 422 249 SO 029 153

Lucchino, Ronald
A Realistic View of Aging: A Model for Teaching Future Generations. Final Report.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Aging Education; *Aging (Individuals); Developmental Stages; Educational Change; Elementary Secondary Education; *Gerontology; Older Adults; Social Studies

This final project report examines how to successfully develop a national approach for the infusion of aging content into the K-12 grade curricula. As the U.S. society is "graying," the students in schools should be exposed to aging information on the increasing responsibilities for the care of aging family members with a realistic view of their own aging process. The project participants met in Washington, D.C. to discuss the challenge and implications for groups representing professional teachers' organizations at all education levels, state and local administrators, aging programs representatives, and textbook publishers. The goals established by the working groups are discussed in light of specific recommendations and strategies for change. (EH)

ED 422 250 SO 029 156

Cornett, Jeffrey W.
Uncertain Mediation, Unrestrained Dialogue, and the Role of the Civics Teacher: Learning about Civics Instruction from Hungarian Educators.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Comparative Education; *Democracy; Foreign Countries; *Law Related Education; Political Science; Secondary Education; Social Studies
IDENTIFIERS- *Hungary

This paper recounts the experiences of a U.S. professor involved in field research in Hungary. The professor visited classrooms and observed civics education practices in Hungary. The paper combines a review of the literature with observations, interviews, and field notes from the Hungarian experience. Specific emphasis is placed on a "Good Citizen" class in the Textile Industrial Vocational High School in Szeged, Hungary, as an example of a people struggling with democratic ideals and implementation of those ideas into society. (EH)

ED 422 251 SO 029 157

O'Connell, Daniel W.
Lesson Plan on Comparative Political Systems: Compare and

Secondary Education; Higher Education; *Knowledge Base for Teaching; Parent Teacher Cooperation; Pedagogical Content Knowledge; Preservice Teacher Education; *State Standards; Student Motivation; Teacher Certification; *Teacher Competencies; *Teacher Role; Teacher Student Relationship; Teachers
IDENTIFIERS- *Alaska

This brochure presents the teacher education standards adopted by Alaska's State Board of Education. The standards are as follows: (1) a teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice; (2) a teacher understands how students learn and develop and applies that knowledge in the teacher's practice; (3) a teacher teaches students with respect for their individual and cultural characteristics; (4) a teacher knows the teacher's content area and how to teach it; (5) a teacher facilitates, monitors, and assesses student learning; (6) a teacher creates and maintains a learning environment in which all students are actively engaged and contributing members; (7) a teacher works as a partner with parents, families, and the community; and (8) a teacher participates in and contributes to the teaching profession. For each standard, the brochure presents a list of performances that reflect attainment of the standard. (SM)

ED 422 273   SP 038 059

Armstrong, Thomas
Awakening Genius in the Classroom.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Creativity; Elementary Secondary Education; Family Environment; Family Influence; *Intelligence; Mass Media; Multiple Intelligences; School Role; *Teacher Role; Teacher Student Relationship; Teachers

This book maintains that every student is a genius, and the teacher's most important job is to discover and nurture the genius that exists within each student. Teachers are urged to look beyond the traditional understanding of what constitutes genius. Part 1 describes 12 qualities that go beyond traditional definitions of genius: curiosity, playfulness, imagination, creativity, wonder, wisdom, inventiveness, vitality, sensitivity, flexibility, humor, and joy. This section also examines theoretical foundations, looking at neurological, evolutionary, biographical, and phenomenological bases for the 12 qualities. Part 2 looks at how genius shuts down, focusing on the role of the home (e.g., emotional dysfunction, poverty, fast-track lifestyles, and rigid ideologies). This section also discusses the role of the school (testing, grading, labeling, tracking, textbook and worksheet learning, and tedium) and examines the role of the popular media (stereotypical images, insipid language, and mediocre content). Part 3 discusses how teachers can awaken genius in the classroom by reawakening the genius in themselves, providing simple genius experiences, creating a genial climate in the classroom, and knowing that genius is expressed in many ways. (Contains approximately 200 references.) (SM) gathering written tutoring reflections, peer conference reflections, portfolio contents, midterm exams, and final exams. This paper highlights one student's discourse. The student's audiotaped discussions were coded, and the results indicated that the student's portfolio conference contained a balance of teaching and assessing which allowed him to maintain control of the conference. He demonstrated his proficiency in the course by referencing his own learning and his reading buddy's abilities. Throughout the conference he used various cognitive categories to weave together his conversations about learning. (Contains 37 references.) (SM)

ED 422 291   SP 038 081

Jacobs, Richard M.
Teaching and Learning in the Studio of Instructional Leadership.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Adult Learning; College Faculty; Constructivism (Learning); Curriculum Development; Democratic Values; *Educational Administration; Graduate Students; Graduate Study; Higher Education; *Instructional Leadership; *Leadership Training; Learning Theories; *Reflective Teaching; Relevance (Education); Staff Development

This paper focuses on teaching and learning in educational administration and the challenges constructivism and reflective practice suggest for professors about their roles as teachers and learners. The paper takes four glimpses into a classroom (the studio of instructional leadership) where students seeking administrative certification learn the theoretical knowledge and technical skills associated with instructional leadership. The four glimpses are: conceptualizing democratic governance, examining alternative approaches to curriculum development, investigating and adopting adult learning theory, and designing a comprehensive staff development program. The glimpses show a professor using constructivist learning theory and reflective practice to make learning relevant to his students and to bridge the gap frequently demarcating theoretical knowledge and technical skills from practice. The four glimpses also show the professor constructing personal and professional knowledge about teaching and learning in educational administration. Before examining the studio of instructional leadership, the paper surveys the context for teaching and learning in the classroom and specifies students' learning objectives. The next section details what the students and the professor have learned. The paper closes by considering the challenges which the studio environment poses to teaching and learning in professional training programs. (Contains 62 references.) (SM)

ED 422 292   SP 038 082

Ormrod, Jeanne Ellis
Teaching Teachers: The Problem with Emphasizing "Isms."
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

student teachers at home. Although parents strongly suggested that student teachers needed to communicate better, they responded favorably to each question about student teachers. Parents said that student teachers positively influenced their children's learning experiences. They suggested that their children liked student teachers, student teachers had been fair to their children, and student teachers were good role models. The parents were aware of the preparation involved to train student teachers, and they said they would choose to have student teachers any time. However, they needed more information to help them decide if the improvements in achievement and attitude were attributable to the work and efforts of student teachers. (Contains 17 references.) (Author/SM)

ED 422 310 SP 038 105

Guidelines for School and Community Programs To Promote Lifelong Physical Activity among Young People. Morbidity and Mortality Weekly Report: Recommendations and Reports.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; *Comprehensive School Health Education; Curriculum Development; Educational Environment; Educational Policy; Elementary Secondary Education; Extracurricular Activities; Faculty Development; *Health Promotion; Life Style; *Lifetime Sports; Parent Participation; *Physical Activities; Physical Activity Level; *Physical Education; School Health Services; Student Attitudes; Student Behavior; Students
IDENTIFIERS- Health Behavior

This report summarizes recommendations for encouraging physical activity among young people so they will continue to engage in physical activity in adulthood and obtain the benefits of physical activity throughout life. The guidelines are based on an in-depth review of research, theory, and current practice in physical education, exercise science, health education, and public health. These guidelines include 10 recommendations for school and community programs: (1) establish policies that promote enjoyable, lifelong physical activity; (2) provide physical and social environments that encourage and enable safe, enjoyable physical activity; (3) implement physical education curricula and instruction that emphasize enjoyable physical activity participation and help students develop knowledge, attitudes, motor skills, behavioral skills, and confidence to adopt and maintain physically active lifestyles; (4) implement health education curriculum and instruction that help students develop knowledge, attitudes, behavioral skills, and confidence to adopt and maintain physically active lifestyles; (5) provide extracurricular physical activity programs that meet the needs and interests of all students; (6) include parents/guardians in physical activity instruction and planning; (7) provide appropriate training for education, coaching, recreation, health care, and other school and community personnel; (8) assess students' physical activity patterns, offering counseling and referrals; (9) provide a range of developmentally appropriate community sports and solve, and make meaning of what they have learned. Designed to be a companion guide to Teaching for Understanding: Linking Research with Practice, it shows teachers how to use the four critical components of the teaching for understanding framework: (1) generative topics, (2) understanding goals, (3) performances of understanding, and (4) ongoing assessment. Using classroom examples from science, mathematics, language arts, and social studies, and reflecting on the input of practicing teachers, the book shows how teachers can: choose topics that engage student interest and connect readily to other subjects; set coherent unit and course goals; create activities that develop and demonstrate students' understanding; and improve student performance by providing continual feedback. Brief case studies of teachers using this approach illustrate the process in action. Simple planning sheets and teaching units are included to help teachers develop curriculum. Reflection sections at the end of each chapter suggest related activities, issues, and questions to facilitate further exploration of the chapter's ideas. (SM)

ED 422 328   SP 038 125

Wiske, Martha Stone, Ed.
Teaching for Understanding. Linking Research with Practice. The Jossey-Bass Education Series.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 379p.; For complimentary handbook, see SP 038 124.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Comprehension; Educational Objectives; Educational Research; Educational Theories; Elementary Secondary Education; Higher Education; Knowledge Level; Preservice Teacher Education; *Reflective Teaching; Teacher Collaboration; Teacher Researchers; Teachers; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Reflective Thinking; Teacher Researcher Cooperation

From 1988 through 1995 a group of researchers at the Harvard Graduate School of Education collaborated with teachers from nearby schools on research to address questions about teaching for understanding and linking research with practice. They describe the theoretical foundations underlying the Teaching for Understanding framework, the process and results of using the framework in a range of classroom settings, and the implications for teacher education and school change. The book begins with "Introduction: The Importance of Understanding" (M.S. Wiske). Part 1, "Foundations of Teaching for Understanding," includes the first two chapters: (1) "Why Do We Need a Pedagogy of Understanding?" (V. Perrone) and (2) "What is Understanding?" (D. Perkins). Part 2, "Teaching for Understanding in the Classroom," includes: (3) "What is Teaching for Understanding?" (M.S. Wiske); (4) "How Do Teachers Learn to Teach for Understanding?" (M.S. Wiske, K. Hammerness, and D.G. Wilson); and (5) "How Does Teaching for Understanding Look in Practice?" (R. Ritchhart, M.S. Wiske, E. Buchovecky, and L. Hetland). Part 3, "Students' Understanding in the Classroom," includes: (6) "What Are the Qualities of Understanding?" (V.B. Mansilla and H. Gardner); (7) "How Do Students Demonstrate Understanding?" (L. Hetland, K. Hammerness, C. Unger, and D.G. Wilson); (8) "What Do Students in Teaching for Understanding Classrooms Understand?" (K. Hammerness, R. Jaramillo, C. Unger, and D.G. Wilson"); and (9) "What Do Students Think About Understanding?" (C. Unger, D.G.

follows a basic format that describes the ease of use, purpose, and teaching goals of the CAT, with advice on designing and administering the CAT, analyzing the data it provides, and adapting and extending its use. Chapters 10 and 11 in part Three, review lessons learned in earlier chapters and suggest new directions in CAT. Five "Resources" sections contain additional materials related to CATs, which include information about the Teaching Goals Summary and a 26-item bibliography for further reading. (Contains 27 exhibits, 2 figures, 6 tables, and 90 references.) (SLD)

ED 422 346 TM 028 898

McKenzie, Gary R.
Understanding Curriculum Better: Rise and Fall Progressive Curriculum and a Humanist Alternative.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; *Curriculum; Curriculum Development; Educational History; Educational Philosophy; Educational Theories; Elementary Secondary Education; *Humanistic Education; Intellectual Disciplines; *Progressive Education; Synthesis
IDENTIFIERS- *Reform Efforts

This paper places the rise and decline of the progressive movement in education in the context of shifts in determinist-humanist philosophies, popular conceptions of social needs and demands of education, and genetic-cognitive trends in psychology. The following six theses are advanced to explain the rise and decline of the progressive curriculum and to suggest ways it can be adapted to restore relevance and credibility to the discourse that governs schools: (1) enlightenment humanists founded U.S. democracy and public education on a belief in free will, reason, the capacity to learn from others, and a disposition or duty to govern themselves wisely according to personally chosen principles; (2) turn of the century Progressives marginalized these humanist assumptions by synthesizing determinist philosophy, social Darwinist pseudo-science, and public demands for social engineering; (3) World War II caused paradigm shifts in American philosophy, popular priorities, and psychological theories; (4) subsequent curriculum theorists like Tyler included ideas of discipline and learning theory to meet rising demands for information and to fill the vacuum of heuristic ideas in the child centered curriculum of G. Hall and his followers; (5) progressives rejected many of the ideas of academics and cognitive psychologists and stagnated in the child-centered and individual-activity focus of the Great Society programs; and (6) curriculum theory may regain credibility and influence by synthesizing and applying cognate fields of disciplines and psychology. The curriculum field built by master planners before World War II did not adapt to postwar social demands, but the principle of building curriculum on a synthesis of different foundation fields is still a useful model for curriculum reform. (Contains 39 references.) (SLD)

ED 422 347 TM 028 899

DESCRIPTORS- Adults; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Measurement Techniques; Models; Mortality Rate; Outcomes of Education; *Performance Based Assessment; Performance Factors; Prediction; *Regression (Statistics); *Robustness (Statistics); Tables (Data)
IDENTIFIERS- *Residuals (Statistics)

Modeling outcomes of school, hospital, or country performance as a consequence of initial conditions and assessing the entity's actual performance relative to what the model predicts (i.e., constructing a regression residual) is a natural way to measure performance. The usefulness of residual-based measures of performance depends on their robustness with respect to alternative statistical estimation procedures and model specifications. This paper assesses robustness for an analysis of country-level performance with respect to male and female adult mortality rates controlling for the country's income and education levels or for income alone. The data, which come from several different sources, including records from the World Bank, consist of 505 observations from 77 countries. Performance assessments of the more desirable models for each indicator are highly correlated, giving confidence in the robustness of the results. Country performance with respect to female mortality often differs substantially from that with respect to male mortality, however, pointing to the importance of separate rankings. While the paper concludes that residual-based performance measures work well in the context examined, the analysis also suggests that robustness may be context specific. Methods used in this paper to assess robustness can be extended to other contexts. (Contains 9 tables, 4 figures, and 13 references.) (Author/SLD)

ED 422 365 TM 028 925

Shindler, John V.; Case, Rod E.
Apperception and Meaning Making in the World of Qualitative Inquiry: An Examination of Novice Qualitative Researchers.
PUB DATE- 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Beliefs; *College Students; *Constructivism (Learning); Higher Education; *Qualitative Research; *Research Methodology; *Researchers
IDENTIFIERS- *Essentialism

Becoming a qualitative researcher requires an extensive education. The training is rigorous and the knowledge base is vast, but the most difficult realization for many novice researchers is the heavy emphasis on the "self as research instrument." This study examined novice researchers from three introductory qualitative methods classes. Surveys and interviews completed by approximately 40 students were used to inquire into the world of these beginning qualitative researchers. An emergent design was used, with a constructivist orientation. Data suggested that although there were many common experiences and instructional needs, there were real differences in the behavior of the participants and experiences the participants had. Two dimensions of difference seemed to emerge from the data: (1) participants seemed to approach the subject/object of their study with profound variance; and (2) participants seemed to have varying, often opposing, developing on-the-job training, and providing opportunities for female administrators to meet to discuss issues. (Contains 51 references.) (SLD)

ED 422 383 TM 028 945

Yepes-Baraya, Mario; Tatsuoka, Kikumi; Allen, Nancy L.; O'Sullivan, Christine; Liang, Jo-Lin; Hui, Xuefei
Application of the Rule-Space Methodology to the 1996 NAEP Science Assessment: Grade 4 Preliminary Results.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; *Elementary School Students; Grade 4; Intermediate Grades; *Knowledge Level; *Research Methodology; *Science Education; *Science Tests; Tables (Data); *Test Items
IDENTIFIERS- *Rule Space Model; *State Science Assessment (NAEP)

In the context of Phase Four of the National Assessment of Educational Progress (NAEP) Science Attribute Study, this report includes a discussion of item attributes, an overview of the item attributes used in the study, some psychometric characteristics of the blocks analyzed, a general description of the rule-space methodology, the results obtained, and a discussion. Two grade-four booklets from the 1996 NAEP Science Assessment were coded in preparation for the rule-space analysis, using a total of 4 different blocks of items and 328 examinees. The application of the rule-space methodology to an assessment involves essentially two stages: (1) the identification and coding of item attributes for the items, as performed, and the determination of knowledge states; and (2) the classification of examinees into one of the predetermined knowledge states. By design, the NAEP science assessment is a balanced assessment in which all examinees are required to answer one block of items of each type (conceptual/problem solving, theme, and performance task). On the surface, this property would appear to warrant generalizability of the findings of this study about item attributes to the remaining Grade 4 blocks, but the science content does vary across blocks, and the interaction between content and other item attributes could have unforeseen results. It is suggested that the analyses performed in this study be extended to other booklets. (Contains 7 tables, 4 figures, and 14 references.) (SLD)

ED 422 384 TM 028 946

Althouse, Linda Akel; Stritter, Frank T.; Strong, Douglas E.; Mattern, William B.
Course Evaluation by Students: The Relationship of Instructional Characteristics to Overall Course Quality.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

hierarchical levels (individual pupil, class group, teacher, and school) as a reference model. A distinction was made between ignoring the top or intermediate levels on the fixed and random parameters of different random intercept models with a real data set consisting of 2,680 Flemish (Belgian) secondary school students. Results show that ignoring the top level causes an overestimation of the variance belonging to the highest level considered. Ignoring an intermediate level causes an overestimate of the variance belonging to the level just above and that just below the level considered. The standard error of the variance estimate of the highest level considered (ignoring a top level) or of the level just under the ignored intermediate level is overestimated, while the standard error of the variance estimate to the intercept estimate seems to be underestimated in models with ignored levels. In addition, ignoring the top level can cause unstable regression coefficient estimates for the exploratory variables belonging to the highest level considered, while ignoring an intermediate level can cause unstable regression coefficient estimated of the exploratory variables belonging to the level just above and just under the level ignored. It is concluded that ignoring an important top or intermediate level can lead to different research conclusions. An appendix contains a list of the variables considered. (Contains 13 tables and 9 references.) (SLD)

ED 422 401 TM 028 963

Hansen, Joe B.
Evaluating the Evaluators: The External Evaluator's Perspective.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Evaluation Methods; *Evaluators; *Program Evaluation; *School Districts
IDENTIFIERS- External Evaluation; *Lincoln Public Schools NE; *Meta Evaluation

The question of who evaluates the evaluators is explored through the experiences of an external evaluation team. Some have called evaluating evaluators and their work evaluation auditing, but it could also be viewed as a form of meta-evaluation. At the request of the Director of Research and Evaluation for the "ESU 18" (named for a county administrative unit) evaluation team in Lincoln (Nebraska), three directors of research and evaluation in other school districts (DREs) formed an external visitation team (EVT) to conduct a meta-evaluation of the Evaluation Team of the initiative (ET). The ET has a unique relationship to the Lincoln Public Schools because it is housed in the same building but is administratively separate, reporting to a county administrative unit. This gives the ET the advantage of being independent, and less subject to pressure to conduct evaluations that create positive public relations for the school district. By the same token, their independence lends credibility to their studies and reports. Challenges exist, at least theoretically, in that the program staff members who receive the evaluations are under little obligation to pay attention to them. This results in a need for the ET to work closely with school district staff to

DESCRIPTORS- *Academic Achievement; Classroom Techniques; Cooperative Learning; Grade 9; *High Risk Students; *High School Students; High Schools; *Integrated Curriculum; Reading Achievement; *Self Esteem; Teaching Methods

This report describes a program for increasing connections between curricula, and increasing consistency between classrooms in classroom management techniques in order to increase student self-esteem, reading level, and academic success. The targeted population consisted of 67 ninth-grade students in a growing middle class community in northern Illinois. The problems of low reading ability, poor self-esteem, and low academic success were documented through data from reading test scores, grade point average, student survey, and teacher observation. Analysis of probable cause data revealed that students exhibited low-level reading ability, sometimes two or more grade levels below expectation. Faculty reported students also exhibited signs of low self-esteem. Reviews of curricula content and instructional strategies revealed a lack of transfer strategies and few connections being made across curricula, leaving students with a poor sense of purpose about their learning. Further investigation revealed a lack of consistency in classroom management techniques and a low frequency of lessons on team building or self-esteem. A review of solution strategies suggested by knowledgeable others combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: (1) the implementation of integrated teaching strategies and lessons; (2) the use of consistent classroom management techniques in all rooms; and (3) the addition of more frequent cooperative learning and self-esteem lessons. Postintervention data indicate an increase in student self-esteem and student academic success. The postintervention data on student reading level, however, were inconclusive. Fourteen appendixes contain documents used in the study and survey instruments. (Contains 3 tables, 2 figured, and 40 references.) (Author/SLD)

ED 422 420 UD 032 478

Buckel, David S.

Taking the Offensive in the Struggle against Anti-Gay Abuse in Public Schools: Improving School Policies and State Laws. A Landmark Compendium of Model Policies and Laws.

PUB DATE- 98

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bias; Codes of Ethics; Court Litigation; *Educational Policy; Elementary Secondary Education; *Equal Education; Federal Legislation; *Homophobia; *Homosexuality; Public Policy; *Public Schools; *State Legislation

IDENTIFIERS- Homosexual Teachers

This document presents some helpful examples of existing school policies and state laws that may spark action to help communities deal with homophobia and harassment of homosexual students. Most school districts have nondiscrimination policies of one sort or another, but these policies may not cover discrimination based on sexual harassment. Appendixes A, B, and C contain the model anti-harassment policies developed for school districts by the state of Vermont, Dade County (Florida), and the school district of Ashland (Wisconsin). Other statewide ethical codes that apply to educators are found in Alaska, Connecticut, Florida, and Pennsylvania. These states

McKinney Act is included, as are the executive summary of the previous report and a chart of effects of McKinney programs. (SLD)

ED 422 436 UD 032 496

Lockwood, John H.; Cleveland, Ella F.
The Challenge of Detracking: Finding the Balance between Excellence and Equity.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; Disadvantaged Youth; *Educational Change; Educational Practices; Elementary Secondary Education; *Equal Education; *Ethnic Groups; High Achievement; Low Achievement; Politics; State Programs; Test Use; *Track System (Education); Urban Youth
IDENTIFIERS- Reform Efforts; *Untracking (Education)

This paper discusses finding a balance for the use of tracking in school that benefits both high and low achieving students. Tracking can arguably be traced to the pervasive mythology of biological determinism and the advent of IQ testing. As time passed, schools increased the use of testing to separate students into different ability levels, but this practice has come under considerable criticism. In 1985 J. Oakes published "Keeping Track," a scathing condemnation of tracking that clarifies why tracking interferes with a quality education for all students. How to achieve excellence and equity is the dilemma for educators today. Oakes has posited that it is possible to achieve both while eliminating tracking and ability grouping. Research on the prevalence and influence of tracking has shown that students are often placed in classes by racial and ethnic subgroups. In addition, data such as that from the National Education Longitudinal Study of 1988 has indicated that there is a strong correlation between socioeconomic status and academic track as well as between race/ethnicity and track. There are indeed strong arguments to do away with tracking altogether, but some ability grouping may be advantageous. Detracking could involve grouping students by specific learning tasks, with attention to avoiding biases and traditional stereotypes. The efforts of Massachusetts to eliminate the general track show that excellence and equity can be brought into better balance with systemic change involving many aspects of education. Other areas, including Milwaukee (Wisconsin), have used the EQUITY 2000 program to deal with mathematics and science education through counseling, community, and content support for students. Given the current state of education, eliminating the improper tracking of students is essential. (Contains 8 endnotes and 37 references.) (SLD)

ED 422 437 UD 032 497

Piontek, Mary E.; Dwyer, M. Christine; Seager, Andrew; Orsburn, Colleen
Capacity for Reform: Lessons from High Poverty Urban Elementary Schools in the Northeast.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

increase in the percent of Grade 10 students leaving school leads to the conclusion that the Grade 9 Restructuring Program should be continued in Grade 10 and beyond. (SLD)

ED 422 453 UD 032 513

Selected Readings on School Reform. Vol. 2, No. 3.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accountability; *Charter Schools; Educational Assessment; *Educational Change; Educational Testing; Elementary Secondary Education; Higher Education; *School Choice; School Restructuring; *Standards; Teacher Education; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Reform Efforts

This selection of readings in the field of educational reform presents 46 articles, mostly from the news media, and 2 cartoons related to improvement of the educational system. It opens with "Network Notes," brief reports and reviews about events and recent publications of interest to those concerned with educational reform. The first set of essays, "The Front Lines," discusses school reform in practice, as it is being carried out today. The second section, "Charter Schools," looks at the charter school movement and the many obstacles charter schools are facing in 1998. As has been the case throughout the brief history, reviews of charter schools are mixed. "School Choice--And Choices" presents articles considering school choice initiatives in various parts of the country and public response to these efforts. "Standards, Tests, and Accountability" groups some articles on educational assessment and standards for achievement. A section on "Teacher Talent" considers teacher education and qualifications, and what should be done to improve teacher competence. "Curriculum and Pedagogy" presents articles on subject content and teaching methods in the context of educational reform. A section on "Higher Education" presents articles on educational equality, standards, and distance education. A "Grab Bag" section contains articles of interest in a variety of areas, including class size and parent participation. (SLD)

ED 422 454 UD 032 514

Loveless, Tom
The Tracking and Ability Grouping Debate. Volume 2, Number 8.
PUB DATE- 98
NOTE- 37p.; Foreword by Chester E. Finn, Jr.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Disadvantaged Youth; Educational Research; Elementary Secondary Education; *Equal Education; Instructional Program Divisions; Minority Groups; Poverty; *Student Placement; Tables (Data); *Track System (Education)

Tracking and ability grouping are common practices that are often harshly criticized. Both practices group students of similar achievement levels for instruction, but they differ in how this task is accomplished. Elementary schools typically use ability grouping in reading instruction, with instruction targeted to the reading level of each group. Middle and high schools use tracking to group students between classes, offering courses in

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Active Learning; Comparative Analysis; Conflict Resolution; *Educational Change; Elementary School Curriculum; Interpersonal Competence; *Kindergarten; Kindergarten Children; Learning Centers (Classroom); Models; Preschool Teachers; Primary Education; *Professional Development; Program Effectiveness; Program Evaluation; School Readiness; School Restructuring; Student Evaluation; Teacher Behavior; Teacher Student Relationship; Teaching Methods; *Thematic Approach; *Urban Schools
IDENTIFIERS- Bank Street College of Education NY; Newark School System NJ

A collaborative project of Bank Street College and the Newark Public Schools, the New Beginnings initiative was designed to bring about progressive restructuring of kindergarten classrooms. This study used a combination of qualitative and quantitative methods to examine the impact of the initiative on curriculum, professional development, and student outcomes in its first year. Participating were 16 kindergarten teachers and their students from 16 schools. Bank Street staff acted as mentors to participating teachers. Other learning experiences included visits to model classes and workshops. The multicultural curriculum for the students was organized in integrated thematic units, with classrooms organized as learning environments around nonpermanent learning centers. Teachers participated in focus groups and completed surveys regarding program impact. Findings indicated that New Beginnings students exhibited greater autonomy and ownership of their learning, were better able to work independently and in groups, and developed skills which enabled them to negotiate and resolve peer conflict. Findings also showed statistically significant gains on standardized reading and math tests compared to a control group. The collaborative mentoring model worked well for teachers with different teaching philosophies, methodological approaches, and teaching styles, and for students with varied abilities and developmental readiness. Teachers adapted their roles and teaching styles, and learned new ways to allow children to participate more fully in classroom routines. Although activity centers and child-centered learning were widely adopted, the theme-based social studies curriculum was unevenly implemented. Conflicts and constraints experienced with the new approaches included problematic styles of classroom management and organization. (KB)

the First Step: Education"; (5) Family Preservation: The Foster Care Connection"; (6) "Job Readiness: Crossing the Threshold from Homelessness to Employment"; (7) "Moving On: Housing, Aftercare, and Independence"; and (8) "Conclusion: At the Crossroads: Responsibility, Hope, and the American Dream." The book contains two appendices: (1) "Methodology," which briefly discusses the qualitative and quantitative data used in the book; and (2) "Funding Mechanisms," which describes how the American Family Inn sites are funded. (Contains over 25 figures and tables, and 294 references.) (LPP)

NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Cognitive Style; Cultural Context; *Cultural Differences; *Culturally Relevant Education; Culture Conflict; Educational Needs; Educational Philosophy; *Educational Strategies; Elementary Secondary Education; Interviews; *Language Maintenance; Student Motivation; Student Needs; *Teacher Attitudes; Teaching Experience; Teaching Methods
IDENTIFIERS- Oppression

Based on interviews and classroom observation, this book presents the "collected wisdom" of 60 teachers of American Indian students in all parts of the United States, as well as teachers of indigenous students in Australia and Costa Rica. Chapter 1, "Introduction: The Teacher as Learner" presents the authors' backgrounds, the study's emerging themes, general procedures of the study, and rationale for the final presentation of data. The study was based on the premise that teachers in schools that serve Indian children should see themselves as learners who are open to understanding the reasons that children and communities are the way they are, who are willing to discover and consider the differences between school and home cultures, and who are willing to change their ways of teaching to give children a better chance in school and life. Each subsequent chapter has a theme and standard format: a story that introduces the chapter's content, questions to tap the reader's prior knowledge, a profile of a teacher-interviewee, a problematic case study, a summary of research on the theme and its implications for practice, and references. Chapter titles include the following: "Cultural Difference: Recognizing the Gap into Which Students and Teachers Fall"; "What Has Gone Wrong: The Remnants of Oppression"; "Creating a Two-Way Bridge: Being Indian in a Non-Indian World"; "Issues of Native Language"; "Ways of Learning"; "Literacy, Thought, and Empowerment"; and "What Works: Student Motivation as a Guide to Practice." The last chapter is an epilogue which discusses the universality of issues in indigenous education, the strength and tenacity of culture, and the need for an integrated approach to educational problems. Appendixes detail the research methodology and provide questions to guide a teacher's change to authentic assessment. (Contains an index.) (SAS) discourse and the role of the Anglican church in community life and identity; (7) first-person narratives and storytelling; (8) genres of legend and myth; and (9) the use of discourse as a tool in sociocultural analysis. Appendices include a typological overview of Severn Ojibwa and Ojibwa speech terms. (Contains 152 references, chapter notes, and an index.) (SV)

PUB DATE- 96
NOTE- 96p.; Funding provided by Fanwood Foundation and the Connemara Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; *Architectural Education; Art Education; *Building Design; Construction Materials; Elementary Secondary Education; Environmental Education; *Interdisciplinary Approach; Land Use; Learning Activities; Natural Resources; Recycling; Social Studies

This interdisciplinary curriculum provides students with the opportunity to learn about the connection between natural resources and buildings while practicing skills in language arts, math, science, social studies, and visual arts. The learning activities are divided by topic into 15 Building Blocks (units). These units cover such topics as architectural elements, building materials, housing around the world, local resources, energy, forces of nature, and population and development. Emphasis is placed on resource efficiency through examination of recyclable materials, efficiency of design, toxins and other pollutants, and renewable energy. Each block consists of: (1) an overview for the instructor which states the goals and objectives for the unit as well as suggested materials and an overview of student activities; (2) the activities which list questions for students to explore, topics for class discussion, and suggestions for projects that students can do; and (3) resource notes which provide the instructor with background information and offer listings of some resources for further research. The curriculum guide contains a scope and sequence guide, a description of themes by discipline, learner outcomes, and an evaluation form. A building material design contest is also included as an option for students. (PVD)

Education; *Social Studies; State Curriculum Guides; *State Standards
IDENTIFIERS- *Michigan

This curriculum guide presents the 25 standards that are indicators of responsible citizenship for Michigan students. The standards are pursued at every grade level of the curriculum. The standards are grouped into seven broad categories, called strands, and include: (1) historical perspective; (2) geographic perspective; (3) civic perspective; (4) economic perspective; (5) inquiry; (6) public discourse and decision making; and (7) citizen involvement. Each strand is further subdivided and presents benchmarks of achievement for each standard. Benchmarks are offered for early elementary, later elementary, middle school, and high school. (EH)

ED 422 202 SO 028 716

Kottak, Conrad Phillip, Ed.; White, Jane J., Ed.; Furlow, Richard H., Ed.; Rice, Patricia C., Ed.
The Teaching of Anthropology: Problems, Issues, and Decisions.
PUB DATE- 97
NOTE- 381p.; Foreword by Jack Cornman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Anthropological Linguistics; *Anthropology; Archaeology; Cross Cultural Studies; Cultural Context; *Cultural Pluralism; Educational Anthropology; Elementary Secondary Education; *Ethnography; Folk Culture; Higher Education; Race; Racial Bias; Social Studies; *Teacher Education

This volume brings together the insights of more than 40 contributors who demonstrate that anthropology has timely, important, and enduring messages for students and the public. The book provides the first comprehensive examination of teaching issues across all the subfields of anthropology since the 1963 publication of "The Teaching of Anthropology," edited by Mandelbaum, Lasker, and Albert. The teaching of general, cultural, physical, archaeological, linguistic, and applied anthropology is broadly addressed in the book. This book contains six sections and an introduction. The introduction is "The Transmission of Anthropological Culture Today" (Conrad P. Kottak). Section 1 examines "Teaching the Introductory Course." Section 2 presents "Teaching about Cultural Diversity." Section 3 talks about "Teaching Linguistic Anthropology." Section 4 examines "Teaching Paleoanthropology." Section 5 focuses on "Teaching Applied Anthropology." Section 6 contains ideas on "Teaching Anthropology to Precollegiate Teachers and Students." (EH)

Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Curriculum Development; *Educational Change; *Educational Improvement; Educational Philosophy; Educational Research; Grade 2; Primary Education; Qualitative Research; *Social Studies

This study examines the use of research techniques to generate information that informs curriculum development, in order to develop more powerful social studies curricula for the primary grades. The paper describes the studies of four implementations of units, all done in self-contained second-grade classrooms in suburban schools with traditional elementary social studies curricula and materials. The study outlines the limitations of prior student knowledge and how those assumptions often guide what is taught, the lack of a clear focus of the purpose and timing of the social studies, and the lack of teacher knowledge of what the social studies is, especially at the early elementary level. One important finding has been the problem of good implementation with sufficient structuring of the teaching around the key ideas to be developed. Teacher prior knowledge limitations also were found with an over-reliance on textbooks that lacked a clear focus on key ideas. The need for a great deal of teacher structuring and scaffolding with young students limited in prior knowledge became very evident. Classroom data also allow the researchers to assess the value of children's literature sources. Parent surveys and interviews become part of the data collection and allow teachers to make modifications in the unit plans. The paper describes the study as a lot of trial and error and "bootstrapping" in order to establish a knowledge base about which social studies activities are best suited to particular grade levels and how these activities might be adapted to different grades or different student needs within a grade. (EH)

Contrast the Presidential Election System of the USA to the
Parliamentary Election System of Hungary.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship; *Citizenship Education; Civics; Democracy; *Elections; Foreign Countries; Instructional Materials; *Law Related Education; Political Science; *Presidential Campaigns (United States); Secondary Education; Social Studies
IDENTIFIERS- *Hungary; United States

This lesson describes the current government of Hungary and its underlying political and electoral systems. The lesson is structured with: (1) background on the parliamentary model of government, political parties, and Hungary's unique electoral system; (2) a summary of the six major political parties in Hungary and voter information for the 1990 and 1994 elections; and (3) conclusions about the fluidity of the electoral system in Hungary and comparisons with the U.S. electoral process. (EH)

ED 422 252 SO 029 158

Keller, Sheila
Civic Education: Tradition and Change in Florida and Hungary.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Comparative Education; *Democracy; Educational Change; Elementary Secondary Education; Foreign Countries; *Law Related Education; Political Science; Social Studies
IDENTIFIERS- *Florida; *Hungary

This paper examines the U.S. educational system foundations, with particular emphasis on the state of Florida and contrasts that system with the Hungarian system, long under the communist control of the Soviet Union. Funding, educational initiative, and curriculum control are discussed. The paper concludes with accounts of personal experiences in Hungary and observations of the rudiments of democratic citizenship and citizenship education. The paper summarizes that citizenship education has support in both the United States and Hungary and that educational reform is underway in individual classrooms across the nations. (EH)

ED 422 274 SP 038 060

Lennex, Lesia C.
Digital Portfolio Production Among Preservice Secondary Teachers.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Higher Education; *Optical Data Disks; *Portfolios (Background Materials); Preservice Teacher Education; Secondary Education; Secondary School Teachers; *Student Evaluation; Student Teacher Attitudes; Student Teachers; Teacher Competencies
IDENTIFIERS- Kentucky

This article describes the processes used to create and complete a digital portfolio during a 12-week student teaching experience at Morehead State University. This pilot study took place during the 1996-1997 school year. The study examined perceptions of digital portfolios among a group of 16 preservice secondary teachers. Study objectives included using their perceptions and current technology to develop a model of successful digital portfolio use and implementing the production of digital portfolios among preservice teachers as an alternative to traditional portfolios. Student teachers received training and were required to demonstrate competency in a variety of computer skills and to work on their portfolios. They were required to pass two computer skills courses. On the first and last day of each semester, students responded to questions regarding technology attitudes and practices. None had yet completed their portfolios when the final survey occurred. Results indicated that their attitudes toward technology were clarified somewhat during the semester. The students indicated some enthusiasm toward digital portfolios, but they had trepidation due to a lack of perceived technical skill. Of the 16 participating preservice teachers, 9 successfully completed the digital portfolio, which contained a resume, educational philosophy, lesson plans, student work, and letters of references and/or transcripts. (SM)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Constructivism (Learning); *Educational Psychology; Educational Theories; Higher Education; Information Processing; Preservice Teacher Education; Social Cognition; Teaching Methods

This paper argues that in teaching educational psychology, different experts often compartmentalize theories in substantially different ways, and there is considerable disagreement within the field regarding the dividing lines that separate various "isms." The four main "isms" (behaviorism, information processing theory, constructivism, and social cognitive theory) each provide unique insights about learning and instruction. The paper proposes an alternative approach to teaching educational psychology that focuses on the big ideas that are common to, or combine elements of, multiple "isms." Ten examples of such big ideas are explicated. The paper argues that such an approach has several advantages over the more traditional approach of identifying concepts, principles, and educational applications as lying within the domain of particular "isms." (Contains 57 references.) (Author/SM)

recreation programs; and (10) regularly evaluate school and community physical activity instruction, programs, and facilities. (Contains 276 references.) (SM)

ED 422 311 SP 038 106

White, Sheida; Vanneman, Alan
NAEP and Dance: Framework and Field Tests.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *Dance Education; Elementary Secondary Education; Evaluation Methods; Grade 12; Grade 4; Grade 8; Movement Education; *Program Evaluation; *Student Evaluation; Students; Videotape Recordings
IDENTIFIERS- National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) was developed by the Arts Education Consensus Project to establish objectives for assessing arts instruction in elementary and secondary schools. The project identified objectives for arts education in general and individually for dance, music, theater, and the visual arts in grades 4, 8, and 12. The project also developed assessment specifications for each of the four arts. NAEP field tested the dance assessment for grades 4 and 8 in 1995 and grade 12 in 1997. In 1999, NAEP will publish a field test process report on the development, administration, and scoring of arts tasks for the three grades in all four arts. This report highlights the dance assessment, summarizing the dance framework set forth in the Arts Education Assessment and describing the development and field testing of dance assessment tasks. The framework covers both content and processes. A diverse group of students participated in the dance field tests. There were two assessment tasks in the field tests. The paper-and-pencil task had students view videotaped dance performances and answer questions about them. The performance task measured creation and performance using videotapes of the students in action. The report discusses issues to consider when field testing with students (e.g., use of videotape in dance assessment, privacy, and performance task setup). (SM)

Wilson, R. Jaramillo, and R. Dempsey). Part 4, "Promoting Teaching for Understanding," includes: (10) "How Can We Prepare New Teachers?" (V. Perrone) and (11) "How Can Teaching for Understanding Be Extended in Schools?" (M.S. Wiske, L. Hetland, and E. Buchovecky). There is also a "Conclusion: Melding Progressive and Traditional Perspectives" (H. Gardner). (SM)

ED 422 329 SP 038 126

Clarken, Rodney H.
Education for a New World.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related document, see SP 038 127.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Classroom Techniques; Consciousness Raising; Curriculum Development; Diversity (Student); Educational Administration; Educational Research; Elementary Secondary Education; Equal Education; Higher Education; *Holistic Approach; *Humanism; Interpersonal Competence; Research Needs; Socialization; Teacher Role; Teaching Methods
IDENTIFIERS- *Bahai Faith; Spiritual Development

This paper examines education in a way that offers guidance and solutions available in the Baha'i literature on vital worldwide programs which affect everyone. The paper identifies some principals and ideas the Baha'i literature contains concerning the role of education, educational administration, child development, pedagogy, and curriculum. The paper also addresses problems related to education in diverse settings and suggests areas of research that might be important for testing the value of these principals and ideals. These principals and ideals are an introduction to the guidance given in the Baha'i literature that discusses the role and importance of education, the importance of family and teachers, the nature of education and humans, the purpose of life and civilization, and the virtues and attributes befitting of humanity. (Contains 30 references.) (SM)

Roberts, Lily; Wilson, Mark
Evaluating the Effects of an Integrated Assessment System: Changing Teachers' Practices and Improving Student Achievement in Science.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Change; *Educational Assessment; Educational Practices; *Evaluation Methods; Hands On Science; *Integrated Activities; Intermediate Grades; Junior High Schools; Middle Schools; Professional Development; Program Evaluation; *Science Instruction; *Scoring
IDENTIFIERS- Embedded Items; *Moderation

Evaluation findings are presented from a 2-year project to design and field test an embedded assessment system in concert with the development of a middle school science course, "Issues, Evidence, and You," (IEY), by the Science Education for Public Understanding Program (SEPUP) at the Lawrence Hall of Science. IEY is a four-part course that consists of 65 hands-on activities with embedded assessments that draw on related constructions that include the ability to: (1) identify evidence and make tradeoffs; (2) design and conduct experiments; (3) communicate in written and verbal formats; (4) recognize, use, and apply scientific concepts; and (5) work effectively in a group. This paper describes how the effects of this integrated assessment system were evaluated using mixed methods. It presents results for both teacher change in assessment practices and student achievement. Participants were 51 SEPUP teachers and 12 comparisons in non-SEPUP classes. Field test findings indicate that there must be ongoing support to promote assessment reform in the classroom. The use of assessment moderation was the critical component in SEPUP that supported teacher professional development and changed their assessment practices. Assessment moderation brings a group of teachers together to share and score a sample of student work and reach consensus on student scores, thus providing a means for technical quality control in the application of scoring guides. Moderation also gave teachers the opportunity to discuss the instructional applications of student scores and address the conversion of scores to grades to meet reporting requirements. (Contains 2 tables, 2 figures, and 44 references.) (Author/SLD)

orientations to the process of interpretation and making sense of their research. Findings are presented in the form of participant thoughts, feelings, and behavior that illustrate these two themes. These data are presented with a theoretical framework consisting of intersecting continua, the intersection of what the researchers termed "apperception," with the novice researcher's orientation termed either essentialist or constructivist. The instructional implications of the data are discussed. (Contains 22 references.) (SLD)

ED 422 366 TM 028 926

Witta, E. Lea; Daniel, Larry G.
The Reliability and Validity of Test Scores: Are Editorial Policy Changes Reflected in Journal Articles?
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editing; Editorials; *Educational Research; *Reliability; *Research Methodology; *Scholarly Journals; *Scores; Statistical Analysis; Validity; *Writing for Publication
IDENTIFIERS- Educational and Psychological Measurement

In 1994, the journal "Educational and Psychological Measurement" (EPM) instituted an editorial policy requiring authors to use technically appropriate language and methodological practices in their discussions of validity and reliability. To determine if this policy has had any effect on current publications, 150 validity and reliability studies were selected from 3 social science measurement journals ("EPM," "Psychological Assessment," and "Journal of Psycheducational Assessment") over a 3-year period (1995 through 1997). Language usage and methodological problems in these studies were compared to the same problems as reported in a previous study of 150 articles selected from the 3 volume years of the same journals immediately preceding the EPM editorial policy. Results indicate a statistically significant decrease in incidence of errors across time. Before the 1997 editorial, 108 of the 150 studies (72%) contained 1 or more errors, but after publication of the editorial, approximately 51% (77 of 150) analyzed contained 1 or more errors. (Contains 3 tables, 1 figure, and 10 references.) (Author/SLD)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Course Evaluation; Higher Education; *Instructional Effectiveness; Medical Education; *Medical Students; Prediction; Science Instruction; Sciences; *Student Evaluation of Teacher Performance; Tables (Data)

Student ratings of teaching effectiveness and course quality are widely used to evaluate most university courses. This study investigated the relationship of medical students' ratings of basic science course characteristics to their overall evaluation of these courses. Whether the relationship was similar across basic science courses, and whether course year has an impact on the instructional characteristics students used in making their judgments of overall course quality were also studied. Approximately 160 first-year and 160 second-year medical students were asked to evaluate basic science courses (14 first-year and 16 second-year), for a total of 3,117 individual evaluations made with an instrument developed for the curriculum evaluation process at the medical school. Sixteen instructional items were examined as predictor variables. While 10 of the 16 predictors emerged as significant characteristics using a hierarchical linear modeling calculation, the most dominant predictors clearly were students' ratings on the administrative aspects of a course and the quality of the lectures. Following closely behind these items was the extent to which students felt the course promoted active learning. Other variables also asserted significant influence, although different predictors emerged for each course. These finding suggest that no one student rating item will be useful for all purposes, although when they are combined, a sense of overall course quality can be obtained. (Contains 5 tables and 15 references.) (SLD)

demonstrate the value of their contribution to instruction program quality. This they have accomplished admirably. The Lincoln Public School staff viewed the ESU18 evaluators as intelligent, thoughtful, creative problem solvers and facilitators. These evaluators were seen as adding value to the educational system. Results also show that using the EVT to conduct an evaluation of the evaluators is both viable and useful. (SLD)

ED 422 402 TM 028 964

Lin, Chow-Hong; Davenport, Ernest C., Jr.
Comparison on a Robust Reweighted Least Squares Procedure and Four Other Regression Techniques.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Least Squares Statistics; *Regression (Statistics); *Robustness (Statistics); Tables (Data)
IDENTIFIERS- *Weighting (Statistical)

The iterative expanding reweighted least squares (IERLS), a weighted-least-squares robust regression procedure, is developed and compared with Huber's M estimator (P. Huber, 1973), the Least Absolute Deviations, the Least Median of Squares, and the Ordinary Least Squares. Data with various outliers contamination were simulated and analyzed. The results suggest several things. First, any procedure is not superior under all circumstances. A procedure that reduces the bias on regression weight estimates might at the same time increase their stability. The Least Median of Squares (LMS) is found to be much more efficient than the other three robust techniques with two regressors, but less efficient when there is only one predictor. Second, the magnitude of differences between estimates by each procedure and the true parameters are smallest for LMS (n=50) or the proposed procedure (n=100). Third, the proposed reweighted approach appears to excel all but the LMS procedure with complex data with higher dimensions and contamination. If both computing time and protection against outliers are important, the proposed reweighted technique seems to be a more plausible robust procedure than the three other robust procedures studied in this paper. Appendixes illustrate the relationship between the mean squared error and variances, conditions for simple and multiple regression, parameter estimates studied in the simulation, and the annotated Statistical Package for the Social Sciences program for the IERLS procedure. (Contains 7 tables and 10 references.) (Author/SLD) legally oblige educators not to discriminate against students on the basis of sexual orientation. Appendix D contains these codes of ethics. Of course, improvements in antidiscrimination policies or laws at the state level can have much broader favorable impact, although the protections operate at various levels and may involve varying effectiveness in terms of enforcement and remedies. Appendix E contains a copy of Rhode Island's policy statement, and Appendix F contains a summary of protections against anti-gay bias in Connecticut, Massachusetts, Pennsylvania, Vermont, and Wisconsin. Minnesota also contains a broad civil-rights statute. These sample policies and laws are helpful to the efforts of all those advocates doing the important work of helping to save the futures of youth struggling with anti-gay discrimination. (SLD)

DESCRIPTORS- Compensatory Education; Disadvantaged Youth; *Educational Change; Elementary Education; *Elementary Schools; Pilot Projects; Poverty; Program Implementation; Research Methodology; *School Culture; School Restructuring; *Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title I; *Reform Efforts; United States (Northeast)

This paper provides information about strategies that high poverty urban elementary schools have used to initiate major reforms in their processes and structures and to share the process used to elicit information from these schools. A research study analyzed the experiences of six high poverty urban elementary schools in Massachusetts, New York, and Rhode Island. The intent was not to describe the attributes of successful schools, but rather to determine how they became successful, and how they maintain success. All are Title I schoolwide programs that have been nationally recognized for their excellence. Through the study, 10 strategies and reform processes were identified that affected whole school operations. Not all schools used all of the strategies, but these 10 were commonly used to develop and support capacity for continuing change and reform. The strategies are inter-related and reinforce each other; they are not ordered for sequential application. The strategies are: (1) increasing and sustaining energy flow; (2) collective grounding in a common vision or purpose; (3) recognizing the evolving school culture; (4) developing a learning ethic; (5) brining in information and skills; (6) orchestrating resources and managing limits; (7) making structural changes; (8) piloting new approaches on a small scale before bringing them to the whole school; (9) teaming to take advantage of staff expertise, increase flexibility, and encourage new roles and responsibilities; and (10) building support for decentralized decision making. Some examples of these strategies in action are drawn from the practices of various schools. The second part of the paper deals with the methodology used to map each school's reform history. Interviews and site visits were used to add to conceptual maps of the school history. This Mapping Process is a relatively quick way to engage multiple voices and allow participants to reflect on their past actions. An appendix presents the reform maps for the schools in the study. (SLD)

academic subjects that reflect differences in students' prior learning. Critics charge that tracking not only fails to benefit any students, but that it also channels poor and minority students into low tracks and dooms them to an inferior education. Research has indicated that when students are grouped into separate classes and given an identical curriculum, there is no appreciable effect on achievement. However, when the curriculum is adjusted to correspond to ability level, it appears that student achievement is boosted, especially for high ability students receiving an accelerated curriculum. Heterogeneous grouping has not been adopted by enough middle schools and high schools to conclude whether detracking produces achievement gains for anyone, and research to date cannot conclusively demonstrate that one or the other is the better way to organize students. The charge of unfairness more accurately depicts tracking's past than its present. In the past, tracking was rigid and deterministic, but today, schools assign students to tracks for particular subject areas based on proficiency. Most schools assign students based on their choices once prerequisites have been met, and transcript studies show that students may move independently up or down in each subject's hierarchy of courses depending on their performance. One criticism still appears valid. Low tracks often emphasize good behavior and menial skills, while high tracks offer preparation for college. These differences in learning environments particularly depress the academic achievement of poor and minority students. In contrast, Catholic high schools appear to provide low track students with a quality education, and they are remarkably similar in boosting low track students to higher levels. Some principles for future policies are outlined. An appendix compares two meta-analyses of the track system. (Contains 7 tables.) (SLD)

ED 422 455 UD 032 515

A Nation "Still" at Risk. An Education Manifesto.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Accountability; Charter Schools; Civil Rights; Cultural Awareness; Educational Assessment; *Educational Change; Elementary Secondary Education; *Equal Education; Financial Support; *School Choice; Standards; Teacher Qualifications; *Teaching Methods; *Urban Schools
IDENTIFIERS- *Nation at Risk (A); *Reform Efforts

Fifteen years after the release of the landmark education report, "A Nation at Risk," a number of the nation's most prominent education reformers, business leaders, and policymakers met at an event sponsored by the Center for Education Reform, Empower America, the Heritage Foundation, and the Thomas B. Fordham Foundation. To discuss the state of U.S. education and recommend far-reaching reforms. This manifesto results from that meeting and asserts that the risk poised by inadequate education has changed. The United States does not face imminent danger of economic decline or technological inferiority, but the state of children's education is still very far from what it should be. Evidence suggests that, compared to the rest of the industrialized world, students lag seriously in subjects vital to the country's future. A dual school system, separate and unequal, is being created, almost 50 years after it was

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(072) Book/Product Reviews

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(170) Translations

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AA - ERIC Processing and Reference Facility

AA001300	ED421610

CE - Adult, Career, and Vocational Education

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CG - Counseling and Student Services

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CG028439	ED421664

TM - Assessment and Evaluation (continue)

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UD - Urban Education

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CS - Reading, English, and Communication

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EA - Educational Management

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EC - Disabilities and Gifted Education

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EF - Eric Facility

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FL - Language and Linguistics

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HE - Higher Education

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IR - Information and Technology

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JC - Community Colleges

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PS - Elementary and Early Childhood Education

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RC - Rural Education and Small Schools

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RC021607	ED422138//
RC021608	ED422139
RC021609	ED422140
RC021610	ED422141
RC021611	ED422142//
RC021613	ED422143
RC021614	ED422144
RC021615	ED422145
RC021616	ED422146

RC021617	ED422147
RC021618	ED422148//
RC021619	ED422149//
RC021628	ED422150
RC021629	ED422151
RC021630	ED422152
RC021631	ED422153//
RC021632	ED422154//
RC021633	ED422155
RC021638	ED422156//

SE - Science, Mathematics, and Environmental Education

SE060503	ED422157
SE061183	ED422158
SE061355	ED422159
SE061658	ED422160//
SE061659	ED422161
SE061667	ED422162//
SE061669	ED422163
SE061677	ED422164
SE061679	ED422165
SE061680	ED422166
SE061684	ED422167
SE061700	ED422168
SE061703	ED422169
SE061704	ED422170
SE061705	ED422171
SE061706	ED422172
SE061707	ED422173
SE061710	ED422174
SE061719	ED422175
SE061733	ED422176
SE061739	ED422177//
SE061741	ED422178
SE061743	ED422179
SE061745	ED422180//
SE061748	ED422181
SE061751	ED422182
SE061756	ED422183//
SE061759	ED422184
SE061763	ED422185
SE061784	ED422186
SE061810	ED422187
SE061811	ED422188
SE061827	ED422189
SE061829	ED422190
SE061840	ED422191

SO - Social Studies/Social Science Education

SO027057	ED422192
SO028513	ED422193
SO028526	ED422194//
SO028540	ED422195//
SO028558	ED422196
SO028559	ED422197
SO028563	ED422198
SO028565	ED422199
SO028573	ED422200
SO028577	ED422201
SO028716	ED422202//
SO028719	ED422203
SO028741	ED422204

S0028743	ED422205//
S0028744	ED422206
S0028759	ED422207//
S0028786	ED422208
S0028829	ED422209
S0028848	ED422210
S0028852	ED422211
S0028897	ED422212
S0028900	ED422213
S0028926	ED422214
S0028984	ED422215
S0028985	ED422216
S0028992	ED422217
S0029033	ED422218//
S0029039	ED422219
S0029044	ED422220
S0029045	ED422221
S0029046	ED422222
S0029051	ED422223
S0029065	ED422224
S0029066	ED422225
S0029088	ED422226
S0029089	ED422227
S0029090	ED422228
S0029092	ED422229
S0029093	ED422230
S0029094	ED422231
S0029100	ED422232//
S0029102	ED422233
S0029126	ED422234
S0029130	ED422235
S0029131	ED422236
S0029132	ED422237
S0029133	ED422238
S0029134	ED422239
S0029135	ED422240
S0029136	ED422241
S0029137	ED422242
S0029138	ED422243
S0029139	ED422244
S0029140	ED422245
S0029149	ED422246
S0029150	ED422247
S0029152	ED422248
S0029153	ED422249
S0029156	ED422250
S0029157	ED422251
S0029158	ED422252
S0029161	ED422253
S0029162	ED422254
S0029163	ED422255
S0029164	ED422256
S0029166	ED422257
S0029167	ED422258
S0029168	ED422259
S0029170	ED422260
S0029172	ED422261
S0029231	ED422262
S0029233	ED422263
S0029237	ED422264
S0029246	ED422265
S0029247	ED422266
S0029535	ED422267

SP - Teaching and Teaching Education

SP037546	ED422268
SP038053	ED422269//
SP038054	ED422270
SP038055	ED422271
SP038057	ED422272
SP038059	ED422273
SP038060	ED422274
SP038061	ED422275
SP038063	ED422276
SP038064	ED422277
SP038066	ED422278
SP038068	ED422279
SP038069	ED422280
SP038070	ED422281//
SP038071	ED422282//
SP038072	ED422283//
SP038073	ED422284
SP038074	ED422285
SP038076	ED422286//
SP038077	ED422287//
SP038078	ED422288
SP038079	ED422289
SP038080	ED422290
SP038081	ED422291
SP038082	ED422292
SP038083	ED422293
SP038084	ED422294
SP038085	ED422295
SP038086	ED422296
SP038087	ED422297
SP038088	ED422298
SP038089	ED422299
SP038090	ED422300
SP038093	ED422301
SP038094	ED422302
SP038095	ED422303
SP038096	ED422304
SP038097	ED422305
SP038098	ED422306
SP038099	ED422307
SP038100	ED422308
SP038103	ED422309
SP038105	ED422310
SP038106	ED422311
SP038107	ED422312
SP038108	ED422313//
SP038110	ED422314
SP038111	ED422315
SP038112	ED422316
SP038113	ED422317
SP038114	ED422318
SP038115	ED422319//
SP038116	ED422320
SP038117	ED422321
SP038118	ED422322
SP038119	ED422323
SP038120	ED422324
SP038122	ED422325
SP038123	ED422326
SP038124	ED422327//
SP038125	ED422328//
SP038126	ED422329

SP038127	ED422330

TM - Assessment and Evaluation

TM028877	ED422331
TM028878	ED422332//
TM028879	ED422333//
TM028880	ED422334//
TM028881	ED422335//
TM028882	ED422336//
TM028883	ED422337//
TM028884	ED422338//
TM028885	ED422339//
TM028886	ED422340//
TM028887	ED422341//
TM028889	ED422342//
TM028890	ED422343//
TM028891	ED422344//
TM028892	ED422345//
TM028898	ED422346
TM028899	ED422347
TM028900	ED422348
TM028901	ED422349
TM028902	ED422350
TM028903	ED422351
TM028904	ED422352
TM028905	ED422353
TM028906	ED422354
TM028907	ED422355
TM028908	ED422356
TM028909	ED422357
TM028910	ED422358
TM028911	ED422359
TM028916	ED422360//
TM028917	ED422361//
TM028919	ED422362
TM028920	ED422363
TM028921	ED422364
TM028925	ED422365
TM028926	ED422366
TM028927	ED422367
TM028928	ED422368
TM028929	ED422369
TM028930	ED422370
TM028931	ED422371
TM028932	ED422372
TM028933	ED422373
TM028935	ED422374
TM028936	ED422375//
TM028938	ED422376//
TM028939	ED422377
TM028940	ED422378
TM028941	ED422379
TM028942	ED422380
TM028943	ED422381
TM028944	ED422382